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ABSTRACT

Country profiles compiled through a survey of distance education in Latin America and the Caribbean form the contents of this document. Seventeen countries were surveyed in Latin America: Argentina; Bolivia; Brazil; Chile; Colombia; Costa Rica; Ecuador; French Guiana; Guatemala; Guyana; Honduras; Mexico; Nicaragua; Panama; Peru; Uruguay; and Venezuela. Twenty-two surveys were conducted in the Caribbean: Anguilla; Antigua and Barbuda; Bahamas; Barbados; Belize; Bermuda; British Virgin Islands; Cayman Islands; Cuba; Dominica; Dominican Republic; Grenada; Guadeloupe; Jamaica; Martinique; Montserrat; Puerto Rico; St. Kitts-Nevis; St. Lucia; St. Vincent; Trinidad and Tobago; and Turks and Caicos Islands. Some or all of the following information is presented for each country: population, area, languages, and per capita income; overview; and institutions involved in distance teaching. For each institution the following is included: address, contacts, aims and objectives, staff size, annual budget, course details, research, and special features. (NLA)

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New Papers on Higher Education

Studies and Research

5

LATIN AMERICA AND THE CARIBBEAN: A Survey of Distance Education 1991

A study conducted by:
The International Council for Distance Education and The International Centre for Distance Learning

Co-ordinator:
Keith Harry

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The Division of Higher Education and Research of the UNESCO Secretariat produced, during 1983-1989, thirty six titles in the series **Papers on Higher Education** (a complete list of titles appears on the last page). From 1990, this series will continue in a new form **New Papers on Higher Education** with two sub-titles one **Studies and Research** and the other, **Documentation of Meetings.**

Studies published in the series "New Papers on Higher Education: Studies and Research":

1. **Evaluation Procedures used to Measure the Efficiency of Higher Education Systems and Institutions.** A study conducted by: The International Association for Educational Assessment. Coordinator: W.B. Dockrell. Unesco 1990. ED-90-WS-10 (English only)

2. **Study Service in Adult Education: Analysis of an Experience.** A study conducted by The Faculty of Education, University of Luján, Argentina. Coordinator: Silvia Brusilovski. Unesco 1990. ED-89/WS-103 (English/French)

3. **L'Enseignement supérieur et le monde du travail.** A study coordinated by Noel Terrot for the World Federation of Teachers' Unions, Unesco 1990. ED-90/WS-40 (French only

4. **Africa: A Survey of Distance Education 1991.** A study conducted byby the International Council for Distance Education and the International Council for Distance Learning. Coordinator: Keith Harry. (English only)

ED-91/WS-44

Unesco 1991

LATIN AMERICA
AND
THE CARIBBEAN:

A SURVEY OF DISTANCE EDUCATION 1991

Prepared by

Joan Carty

International Centre for Distance Learning

for UNESCO

NOTE BY THE SECRETARIAT

As an innovative system of education, distance education continues to evolve and expand. Because of its versatility and diversity, it is able to design new programmes, attract new learners and experiment in the use of ever-advancing technology.

Throughout UNESCO's long involvement in distance education, strong emphasis has always been placed on specific tenets which should underpin the development of any system of this type: clear policy making, the sharing of resources, the necessity for a strong infrastructure of highly trained academic and administrative personnel to assure academic standards and the need to develop closer linkages between higher education and the world of work.

Excellence in distance learning requires solid technical support for the development and exchange of instructional materials and for improved methodologies and evaluation strategies.

Amongst the priorities identified during the UNESCO International Consultation on Higher Distance Education, held at Deakin University, Victoria, Australia from 6-11 September 1987, special emphasis was placed on the importance of efficient and effective collection and dissemination of statistical data and information. To further this objective, UNESCO has undertaken several important initiatives:

- in collaboration with the International Council for Distance Learning at the Open University, U.K., a survey on Higher Level Distance Education Resources worldwide was carried out in 1988-1989. This can be consulted on-line or in printed form and covers some 200 institutions in all regions of the world.

- the present survey, also carried out with the same partners, is designed to focus on one particular region, Latin America and the Caribbean, and to provide more detailed information on available resources. In this way, it becomes a guide to distance education.

- a similar document on higher distance education resources in Africa, will be published at the same time.

- for the Asia and Pacific region, UNESCO is cooperating with the National Institute of Media Education, Tokyo. Japan, to publish a survey of resources related to distance learning. This will be ready at the end of 1991.

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LATIN AMERICA AND THE CARIBBEAN:
A SURVEY OF DISTANCE EDUCATION IN 1991

INTRODUCTION

This survey of distance education in Latin America and the Caribbean has been compiled within the International Centre for Distance Learning (ICDL). It represents the results of a desk study carried out by Joan Carty, Consultant (ICDL) who is a Liaison Librarian in the Open University Library dealing principally with the School of Education and the Community Education Sector of the Institute of Health, Welfare and Community Education. She also has a particular interest in distance education. Apart from her experience as an academic librarian she has also worked in public and special libraries.

The names of institutions and organisations which might be possible sources of information were extracted from the membership lists and publications of various institutions and organisations including:

- Asociacion Iberoamericana de Educacion Superior a Distancia (AIESAD)
- Asociacion Latinoamericana de Educacion (ALER)
- Consorcio - Red de Educacion a Distancia (CREAD)
- Encuentro Latinoamericano de Educacion a Distancia (ENCO)
- FernUniversitat Zentrales Institut fur Fernstudienforschung
- International Council for Distance Education (ICDE)
- International Extension College (IEC)

Requests for information and questionnaires were sent to all the sources identified via the above institutions. In addition, the Ministries of Education of all the countries of Latin America and the Caribbean were contacted.

As much information as it was possible to acquire during the short time available has been incorporated into this report. It will be noticed that some entries are much more detailed than others. Of course the amount of detail was very much dependant on the information which was supplied. In addition to the completed questionnaires, it was possible to acquire a deeper understanding of the institution and thus to give a fuller description. Whenever questionnaires are used to gather information there always exists the possibility of different interpretations. Thus, any resulting errors or omissions are regretted.

It is hoped that the present survey can be updated and extended in the future so that a more comprehensive picture of distance education in Latin America and the Caribbean may be produced.

Keith Harry PhD
Director
International Centre for Distance Learning
The Open University
United Kingdom

It is hoped that this increased information on higher education distance education resources, both human and material, will help promote a better exchange of expertise in this field.

UNESCO reminds interested readers that it has published a worldwide Survey of Higher Distamce Education Resources in collaboration with the ICDL and the ICDE. This may be consulted on line at the ICDL, the Open University, U.K. It is also available in printed form from UNESCO.

LATIN AMERICA

ARGENTINA

COUNTRY PROFILE

Population	31.96m (1987)
Area	2,766,889 sq km
Languages	Spanish
GDP per capita	US $ 2,862 (1987)

OVERVIEW

'In the Argentine political system, which stands for justice, freedom and involvement, education must work for cultural values, the sense of patriotism, natural interest, mutual understanding, peace and solidarity'

The Dirección Nacional de Educación Pre-Primana y Primaria started a Service for Distance Education, SEAD, in 1981. Originally, its coverage of education from 1st to 7th grade was aimed at the children of Argentine citizens who were living abroad due to legally justifiable reasons (work, for instance). However, in 1984 it was decided to make the service available to all Argentines living abroad, irrespective of reason. SEAD is responsible for the design and production of educational materials, the correction and follow-up of students' work, and the administration of tests. As the service uses printed matter only, the students are expected to be able to obtain help not only from their tutors but from their parents as well. Parents receive guides to help their work. It is intended that this should not be a permanent arrangement, but that students who have used the Service for a certain period of time should rejoin ordinary primary or secondary courses.

In 1988 when Silvia Fernández de Gacio, Coordinator of SEAD, wrote the above, she also indicated that a proposal to extend the Service to disadvantaged chidren within Argentina was under consideration. It had been realised that the use of distance education would permit the democratisation of teaching by allowing a greater number of people to access the education system. It was proposed to aim the Service at children attending pluri-grade (one teacher) schools, or living in regions where the physical conditions make it very difficult for them to attend school regularly, or who are members of the 'Golondrina' population (families that are forced to migrate to find work).

Many distance education projects are aimed at rural areas. Their intention is to try to solve the problems which confront those groups and communities which live under conditions of marginalisation and underdevelopment. They aim to increase literacy, to provide technical or professional training, and teacher upgrading, and to promote rural community life, by such means as radio and video. Within the last six years many Argentine young people and adults have sought primary and secondary education, post-secondary

general technical education, specifically agricultural education, and university education (Fainholc, 1990).

Literacy and post-literacy courses for adults are provided by INCUPO via radio, printed texts and face-to-face tutoring (de Zapata, 1990, p.12).

The University of Buenos Aires started a continuing education programme using distance methods, UBA XXI, in 1986. In addition to being aimed at those outside the University who may wish to follow the course, it is also available to new undergraduate students. It covers such subjects as society and the state, scientific knowledge, law and psychology. The media used are printed texts, radio, television, tutorial classes, and telephone and face-to-face counselling. In 1988 UBA XXI decided that it would also offer short courses, via printed materials and radio, on topical subjects of interest to the community. These include such topics as water, ecology, contamination, floods, and fauna. It was also decided to offer an 'Introduction to University Studies' (Litwin, 1990).

INPAD (Instituto Nacional de Perfeccionamiento y Actualización Docente) was created in 1987 to oversee in-service teacher education. It operates within the ambit of the Ministry of Education and Justice. INPAD's first programme was for those teaching the basic cycle of secondary education. Its aim was to encourage teachers to reflect on the reform of the education system. It was decided to offer this programme via distance education (Pfeffer, 1990). INPAD's remit was also to coordinate those programmes which were already being offered. One such programme was PROCIENCIA.

CONICET (Consejo Nacional de Ciencia y Técnica) created a distance education programme, PROCIENCIA, in 1985 in order to provide in-service education for secondary school science teachers. The subjects covered include physics, chemistry, biology, scientific thought, mathematics, mathematical analysis, integrated science, and probabilities and statistics. 5,250 teachers have taken the courses so far (1989). Although the courses were initially based on printed materials, radio programmes were introduced in 1989, and it was hoped to introduce television programmes in 1990 (Varela, 1990).

ULSA (Universidad la Salle de Sud América) offers in-house training by distance education in accounting and business administration to company and government department employees throughout Latin America and Spain (Joseph and de Milanesi, 1982).

There are two distance education organisations known to be operating within Argentina - Asociación Argentina de Educación a Distancia (AAED), and Red Universitaria de Educación a Distancia Argentina (RUEDA).

In addition to the courses offered by the individual institutions listed below, several other projects are discussed in Bulacio (1986).

The following references form the main sources which have been consulted in preparing the above overview.

BULACIO, R. (ed.) (1986) *Hacia Nuevas Estrategias en Educación a Distancia*. Papers presented at the 10th Encuentro Nacional de Educación a Distancia organised by the Asociación Argentina de Educación a Distancia (AAED), Buenos Aires, 9-12 September 1986. Buenos Aires, AAED.

DE ZAPATA, A. (1990) 'Situación cultural de la República Dominicana y de América Latina', *Radio y Educación de Adultos*, no. 15, p.12 (special insert on Simposio Internacional de Alfabetización Popular por Radio).

FAINHOLC, B. (1990) 'Consideraciones para propuestas de educación a distancia para zonas rurales en países en desarrollo', in VILLARROEL, A and PEREIRA MANRIQUE, F. (eds) *La Educación a Distancia: desarrollo y apertura*, Caracas, International Council for Distance Education.

FERNANDEZ DE GACIO, S. (1988) 'Distance education primary level: a possible alternative', in SEWART, D. and DANIEL, J.S. (eds) *Developing Distance Education*. Papers submitted to the 14th ICDE World Conference in Oslo, 9-16 August 1988. Oslo, International Council for Distance Education.

JOSEPH, A.H. and DE MILANESI, S.B. (1982) 'Using distance education to train business and government personnel' in DANIEL, J.S., STROUD, M.A. and THOMPSON, J.R. (eds) *Learning at a Distance: a world perspective*, Edmonton, Athabasca University and International Council for Correspondence Education.

LITWIN, E. (1990) 'La educación a distancia: principios, proyectos y cuestionamientos', in ORSUCCI DE MURGI, G. and JOSEPH, A.H. (eds) *Educación a Distancia en América Latina*. Documentos presentados al Encuentro Latinoamericano de Educación a Distancia ENCO/89, 15-19 May 1989, La Cumbre,Córdoba, República Argentina. Buenos Aires, Ministerio de Educación y Justicia, Dirección Nacional de Información, Difusión, Estadística y Tecnología Educativa, Departamento Ediciones de Educación.

PFEFFER, M. (1990) 'Una experiencia de educación a distancia: el INPAD' in ORSUCCI DE MURGI, G. and JOSEPH, A.H. (eds) *Educación a Distancia en América Latina*. Documentos presentados al Encuentro Latinoamericano de Educación a Distancia ENCO/89, 15-19 May 1989, La Cumbre,Córdoba, República Argentina. Buenos Aires, Ministerio de Educación y Justicia, Dirección Nacional de Información, Difusión, Estadística y Tecnología Educativa, Departamento Ediciones de Educación.

VARELA, L. (1990) 'Necesidades de intercambio de tecnología en educación a distancia en países iberoparlantes', in ORSUCCI DE MURGI, G. and JOSEPH, A.H. (eds) *Educación a Distancia en América Latina* Documentos presentados al Encuentro Latinoamericano de Educación a Distancia ENCO/89, 15-19 May 1989, La Cumbre,Córdoba, República Argentina. Buenos Aires, Ministerio de Educación y Justicia, Dirección Nacional de Información, Difusión, Estadística y Tecnología Educativa, Departamento Ediciones de Educación.

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INSTITUTIONS INVOLVED IN DISTANCE TEACHING

1. Universidad de Belgrano, Facultad de Estudios a Distancia (FED)

Address	Teodoro García 2090 - 1er piso 1426 Buenos Aires ARGENTINA
Telephone	(+54 1) 775-4237 / 4291 / 4338 / 4246
Fax	(+54 1) 775 4631
Contacts	Prof. Nilda Vuotto de Brigante (Dean) Prof. Monica de Arteche de Cardozo Prof. Adriana Haurie

Date institution was established: 1964; distance teaching began 1983.

No. of staff	11 full-time 50 part-time
No. of students	9,600

No. who have completed programmes: 8,200

Annual Budget

Source of funding	Private - Fundación Universidad de Belgrano

Courses Details

Educational level	Continuing education (Técnico en Producción Agropecuaria; Técnico en Administración) University extension (courses covering the following areas: agricultural sciences; history; business administration; teacher updating; psychology)
Eligibility	Continuing education: secondary school (to university entrance) University extension: no educational requirements
Subjects taught	Agricultural sciences, agriculture; agricultural engineering; veterinary sciences; humanities; history; gerontology; commercial and management studies; accountancy; administration; business administration; finance; management; marketing; personnel and industrial

relations; public administration; education and teaching; teacher upgrading; educational objectives; evaluation; psychology.

Media & methods — Printed correspondence texts prepared by/for the Faculty; audio cassettes; audiovision; face-to-face and telephone tutoring; tutoring by mail and fax; examination centres.

Special Features

Membership of — Asociación Iberoamericana de Educación a Distancia

2. Universidad Nacional de la Patagonia San Juan Bosco, Dirección de Educación a Distancia

Address — 25 de Mayo 427
9000 Comodoro Rivadavia
Chubut
ARGENTINA

Telephone — (+54 967) 24248 / 23396 / 22098

Telex — UNPCR - AR 86022

Contacts — Prof. Silvia Coicaud, Director, Distance Education
Prof. Maria Gabina Romero, Pre-Degree
Prof. Patricia Pichl, Sheep Rearing
Prof. Graciela Iturrioz, Degree
Prof. Mario Saldivia, Student Helpers

Distance education commenced: 1987

Aims and objectives — To alleviate the problem of teacher shortages in certain subjects.
To extend the availability of education to other places.

No. of staff — 9 full-time
6 part-time

No. of students — 500

No. who have completed programmes: 500

Annual Budget

Source of funding — Public - Ministry of Education

Courses Details

Educational level

Pre-Degree
Degree
Training (Tecnología Ovina; Capacitación de Auxiliares Alumnos)

Eligibility

Pre-degree and degree: secondary school (to university entrance)
Training: minimum age 18, must have completed primary schooling; for relevant course must be a practising student helper

Subjects taught

Pre-Degree: mathematics

Degree: mathematical sciences; statistics; financial maths; genetics; chemistry

Training: agricultural engineering; veterinary science; pedagogy

Media & methods

Printed correspondence texts prepared by/for the University; audio and video cassettes; face-to-face tutoring and counselling; practical work

Research

Projects

A survey was carried out in several regions of Patagonia during 1987/88 to ascertain both what were the socio-economic, educational, political and cultural problems of the region and what part distance education might have to play in helping to alleviate them. Analysis and presentation of the data were carried out during 1989/90. The survey brought to light grave problems in the area of health. Thus it is hoped to offer a distance education course for practising health workers.

Special Features

Library provision

There are some materials on distance education.

Membership of

Red Latinoamericana de Educación a Distancia (REDLAED)
Organización Universitaria Interamericana (OUI)
Red Universitaria de Educación a Distancia Argentina (RUEDA)
Asociación Argentina de Educación a Distancia (AAED)

3. Universidad del Salvador

Address	Rodriguez Peña 640 1er piso 1020 Buenos Aires ARGENTINA
Telephone	(+54 1) 40-6645; 49-5531; 40-8906
Telex	18691 EIRAS-AR
Fax	814-4725
Contacts	Dr Fernando Lucero Schmidt Profesora María Mercedes Terren Reverendo Padre Ismael Quiles S.J. Daniela Locreille
Distance education commenced:	1989
No. of students	81

Annual Budget

Source of funding	Private

Courses Details

Educational level	Teacher improvement Further education - diploma / certificate
Eligibility	No entrance qualifications, except for teacher improvement where teaching certificate required
Subjects taught	Teacher improvement: post-compulsory education; science education; religion; anthropology Further education: business administration; personnel and industrial relations; supermarket management; consumer sciences
Media & methods	Printed correspondence texts prepared by/for the University; printed correspondence texts produced by another organisation/institution; collections of readings compiled by the University; video cassettes; face-to-face counselling The supermarket management courses were prepared by the Cornell University Home Study Program

Special Features

Forward plans	During 1991 it is hoped to offer another distance education course: Science and its Methodologies
Membership of	Cornell University, Ithaca, New York Consorcio - Red de Educación a Distancia (CREAD)

4. Escuela de Ingeniería Aeronáutica, Departamento de Educación a Distancia

Address	Avenida Fuerza Aérea KM 6 1/2 5103 Cordoba ARGENTINA
Telephone	(+54 51) 609974 / 603958
Contacts	Ing. Javier E. Etchegoyen Lic. Jadranka Juric Lic. María Beatriz R. de Piaño Tinari Catalina Rosa

Distance education commenced. 1987.

Aims and objectives	To help military and civilian personnel, both in Argentina and other Latin American countries, who cannot attend conventional systems engineering courses.
No. of staff	35 part-time

Annual Budget

Source of funding	Public (Air Force and A.I.T.) Private

Courses Details

Educational level	Degree (Analista de Sistemas - Ingeniería de Sistemas, Técnico Superior de Administración de Empresas)
Eligibility	Secondary education up to university entrance level Students from anywhere in the world may enrol for the systems engineering degree.

Subjects taught

Systems engineering (systems analyst): epistemology; English; administration; introduction to the law; computing; information technology and systems; mathematical sciences; operational research; statistics, decision making; electronics and microelectronics; physics; economics; behavioural sciences; how to study; drawing; introduction to technology.

Business Administration: philosophy; accountancy; administration; public law; private law; computing; mathematical sciences; statistics; economics; professional ethics; taxation

Media & methods

Printed correspondence texts prepared by/for the School; existing textbooks to supplement printed correspondence texts; collections of readings compiled by the School; audio and video cassettes; face-to-face and telephone tutoring and counselling; counselling by letter; study centres; residential schools.
Students must present themselves in person for the final exam.

Special Features

Library provision

The library has some publications on distance education, including instructional materials from other institutions. It offers a loan service to its students.

Forward plans

Hopes to offer a Certificate in Systems Engineering soon.

Membership of

Red Latinoamericana de Educación a Distancia (REDLAED)
International Council for Distance Education (ICDE)
Asociación Argentina de Educación a Distancia (AAED)

5. Universidad Nacional de Tucumán, Instituto Coordinador de Programas de Capacitación

Address

Ayacucho Nº 491
4000 San Miguel de Tucumán
ARGENTINA

Telephone

(+54 81) 310122

Telex	61143 BUTUC-AR
Fax	(+54 81) 311462
Contact	Prof. Ma. Alicia Villagra de Burgos

Distance education commenced: 1988

Aims and objectives	To revitalize the higher education teaching function.
No. of staff	10 part-time
No. of students	250

No. who have completed programmes: 250

Annual Budget

Budget allocation	US $ 77.000
Source of funding	Public - Universidad Nacional de Tucumán

Courses Details

Educational level	Post-graduate Certificate (Formación Pedagógica para Docentes Universitarios)
Eligibility	Degree. Must be a teacher at either UNT or one of the universities in the north-west of Argentina
Subjects taught	Education and teaching; curriculum development; educational psychology; university teaching
Media & methods	Collections of readings compiled by the University, and associated activities; face-to-face and telephone tutoring and counselling. The course lasts 31 weeks and demands 260 hours of study. This is a mixed mode course which requires attendance at group meetings.

Special Features

Membership of	Red Universitaria de Educación a Distancia Argentina (RUEDA) Consorcio Red de Educación a Distancia (CREAD) - programme of Organización Universitaria Interamericana (OUI)

6. Universidad Tecnológica Nacional (UTN)

Address	Sarmiento 440 Capital Federal Buenos Aires ARGENTINA
Telephone	(+54 1) 394 8075 / 8150 / 8851
Contacts	Prof. María José Frías, Coordinator, Open and Distance Education, University Extension Ing. Dora Fernández, University Extension Secretary Ing. Daniel Galli, Technology Education Lic. Martha Lentini, Evaluation Lic. Mónica Perazzo, Teaching Material Design Lic. Mabel Novellino, Training

Distance education commenced: 1985

No. of staff	4 full-time 7 part-time
No. of students	800

Approx. No. enrolled annually: 500

No. who have completed programmes: 400

Courses Details

Educational level	Pre-degree (Introducción a la Universidad) Continuing education (Formación de Coordinadores y Asesores Pedagógicos)
Eligibility	Pre-degree: secondary school (to university entrance) Continuing education: degree
Subjects taught	Open and distance learning; computing; mathematical sciences; physics; introduction to the University.
Media & methods	Printed texts prepared by/for the University; counselling - face-to-face, by telephone and by letter; regional services; study centres. The courses have a modular structure

7. Universidad Nacional de San Luis

Address	Avenida Ejército de los Andes 950 5700 San Luis ARGENTINA
Telephone	(+54 652) 26747 / 26888 / 22836
Telex	58125 UNSL-AR 22469 REUNSL-AR
Fax	(+54 652) 20827
Contacts	Graciela Lima Silvain, Coordinator, Open and Distance Education Activities (electronic mail: network: ATINA; ID: IMASL. EDU. AR) Prof. María Eugenia Larice, Professor, Continuing Education, Human Sciences Faculty Lic. German Arias, Dean, Human Sciences Faculty Dr Hugo Alvarez, Dean, Faculty of Physical, Mathematical and Natural Sciences Dra Sara Ilda Luquez de Mucciarelli Dr Jorge Olguin, Dean, Faculty of Engineering and Administrative and Accounting Sciences Dra Lilian Eugenia Pelzer de Garcia, Academic Secretary
Distance education commenced.	1971, but came to an end in 1976. It was intended to start offering courses again in this mode towards the end of 1990. Therefore the courses listed are those which the University was hoping to offer.
No. of staff	3 full-time 6 part-time

Annual Budget

Source of funding	Public - the Nation's General Treasury

Courses Details

Educational level	Training Diploma/Certificate
Eligibility	Secondary school (to university entrance)
Subjects taught	Curriculum development; adolescent group learning;
Media & methods	Printed correspondence texts produced by other institutions/organisations; collections of readings compiled by the University; study guides

prepared by the University; audio cassettes, radio; face-to-face tutoring and counselling, and by letter; regional services; study centres; residential elements at the University.
The courses will last approximately 12 weeks and demand 120 hours of study.

Special Features

Library provision

A relational database covering books, journals and theses is operated from the University. It is the western regional centre for the National Universities of San Luis, San Juan, Mendoza and La Rioja. It is part of the Unesco programme CDS/ISIS within the NODO - QCC system. Materials on distance education can be accessed via the database and the service is free.
The University's Antonio E. Aguero Library contains 60,000 volumes and 35,000 works. The very small collection on distance education dates from 1989. The Library's budget for 1990 was 940,000,000 Argentinian australs.

Membership of

Red Universitaria de Educación a Distancia Argentina (RUEDA)
Consorcio Red de Educación a Distancia (CREAD)

8. Circulo de Suboficiales del Ejército (CIRSE)

Address

Godoy Cruz 2960
1425 Buenos Aires
ARGENTINA

Telephone

(+54 1) 772 - 3006 / 09

Contact

Dra Monica Podskalney, Head of Department of Culture, Anatole France 1470, 1870 Avellaneda - Pcia. Buenos Aires, (+54 1) 204 - 8104

Date programme commenced: 1978

No. of staff

2 full-time
9 part-time

Approx. No. enrolled annually: 672

No. who have completed programmes: 720

Annual Budget

Source of funding	Private

Courses Details

Educational level	Community Education
Eligibility	Minimum age 13 Must be a member of CIRSE
Subjects taught	Arts; humanities; contemporary and cultural studies; history; Spanish and English languages; Argentine literature; commercial and management studies; accountancy; personnel and industrial relations; law; medicine and health; health education; social studies; geography; psychology
Media & methods	Printed correspondence texts; audio cassettes

Special Features

Library provision	Has some materials on distance education

BOLIVIA

COUNTRY PROFILE

Population	6.99m (1988)
Area	1,098,581 sq km
Languages	Spanish (Quechua, Aymara, Guarani also spoken)
GDP per capita	US $ 724 (1988)

OVERVIEW

The Ministry of Education and Culture is carrying out a 'Distance Education Project for the Training and Professionalisation of Teachers' with the technical and economic cooperation of the Spanish Government. Tutorial staff have been prepared for their task with the help of UNED, Madrid. The first project is a 'Course for the Professionalisation of Acting Teachers Working in the Basic Cycle of Primary Education'. The headquarters of this Sistema de Educación Boliviana a Distancia - SEBAD - are at the Ministry of Education and Culture, casilla 11056, La Paz (letter from the Ministry of Education and Culture, 13-3-91).

The Comite Ejecutivo de la Universidad Boliviana indicated that there are no functioning programmes as yet, but that there are various ongoing projects in the universities to implement distance education programmes in the near future (letter from CEUB, 8-3-91).

The Universidad Católica Boliviana is one of the universities which hopes to run distance education programmes in the future (letter from UCB, 9-4-91).

There is a high rate of illiteracy among the Aymara indians of the Altiplano because of a low rate of school attendance, particularly amongst girls. The major problems are that the language of instruction is Spanish, and the school curriculum is for the most part irrelevant as far as their daily lives are concerned. The need for education aimed at adults to encompass such practical issues as farm productivity, family and community health, and the dominance of city-based marketing systems was recognised by ECORA (Educación Comunitaria Radial). This private Bolivian development communication organisation, which had a contract with the Ministry, ran programmes between 1977 and 1980 aimed at promoting cooperative efforts and self reliance. Education concerned with health, co-operativism, agriculture, civic and social issues (including democracy and voting rights) was delivered via radio programmes and explanatory booklets which also contained question sheets. Political unrest in 1980 brought the ECORA programme to an end, but about a year later the staff re-grouped themselves under the name KHANA. They secured finance from a consortium of German and Dutch bishops and returned to their work on a much smaller scale (Burke, 1990).

Cloet (1990) confirms that illiteracy is very high in rural areas. Although various Government literacy campaigns have been unsuccessful, several non-governmental organisations have realised successful literacy campaigns, but always on a small scale. She describes one such organisation which was set up in 1984, at the instigation of the Catholic church, to help Quechua-speaking indians, after a similar one had been successful with Amayara-speaking indians. CETHA (Centro de Educación Técnica Humanística Agropecuaria) established a programme in Toralpa offering face-to-face instruction in carpentry, household studies and primary health care, with complementary classes in maths, social studies and agriculture. In 1989 it was decided to offer secondary school training for adults by distance teaching. It is expected that primary schooling by distance education will be offered in the future.

Funding for CETHA projects comes from a European institution called CEBEMO. Funds are administered by the Bolivian church. The Ministry sanctions the projects' activities.

The following references form the main sources which have been consulted in preparing the above overview:

BURKE, R.C. (1990) 'The evolution of content and style in printed materials for development communication', *Educational Media International*, vol. 27, no. 2, pp.80-85.

CLOET, R. (1990) *Centro de Educación Técnica Humanística Agropecuaria - CETHA-TORALPA: a case-study*, London, University of London, Institute of Education (DICE and IEC).

INSTITUTIONS INVOLVED IN DISTANCE TEACHING

1. Universidad Mayor de San Andres, Facultad de Humanidades y Ciencias de la Educación, Proyecto Unidad Académica de Educación a Distancia - Viacha

Address	Casilla 6042 La Paz BOLIVIA
Telephone	(+591 2) 359490
Telex	3438 UMSA BV
Fax	(+591 2) 359491
Aims and objectives	To help train students to promote Andean culture, whilst bearing in mind scientific and technological advances To contribute towards the empowerment of local communities.

To help to consolidate the position of the Aymara language as a mother tongue within the formal and non-formal education systems.

Courses Details

Educational level — Technical (Técnico Medio)

Eligibility — Must have school leaving certificate or study for an additional year.

Subjects taught — Aymara culture; language; linguistics; pedagogy.

Media & methods — Readings, weekly meetings with a facilitator.

2. Radio San Gabriel: La Voz del Pueblo Aymara, Sistema de Autoeducación a Distancia (SAAD)

Address
G. Lanza 2001
Casilla 4792
La Paz
BOLIVIA

Telephone — (+591 2) 3-21174; 3-55371

Date institution was established: 1955. SAAD initiated 1986.

Aims and objectives
To help adult Aymarans, amongst whom illiteracy runs at 65%, with women being the worst hit.
Whilst respecting Aymaran culture and values, to bring about an appreciation of those of the West, in order that the people may become more integrated into Bolivian life
To adopt a bilingual approach in order to bring about the change from an oral to a written culture

Annual Budget

Source of funding — Bolivian Government

Courses Details

Educational level
Literacy
Primary - basic and intermediate cycles
Community Education

Subjects taught — Community education: health and hygiene; traditional Aymara medicine; handicrafts; farming; Aymara language and culture; religion; cooperativism.

Media & methods — Thematic units - printed correspondence texts; study centres or cultural circles or discussion groups with a facilitator/leader; radio.
When people in a community wish to study, they form Study Centres or Cultural Circles or Discussion Groups. They elect a leader/facilitator from amongst their number, who must hold the Radio's Leader's Certificate. Participants study at home, and meet once or twice per week. When they are ready to be evaluated, the leader arranges for a team of teachers to come to carry out the evaluation and certification.

Special Features

Forward plans — SAAD must be fully implemented by the end of 1991. It is hoped to be able to translate the thematic units into the Quechua language, so that those people may be served in the same way as the Aymara people are at present.

3. Centro de Educación Técnica Humanística Agropecuaria de Adultos - CETHA

Address — Casilla 2329
Carmen Pampa
La Paz
Bolivia

Contact — Prof. Renato Molina Herrera

Distance education commenced: 1978

No. of staff — 10 full-time
4 part-time

No. of students — 332

Approx. No. enrolled annually: 135

No. who have completed programmes: 300

Annual Budget

Budget allocation	$ 12,000
Source of funding	Public - Bolivian Ministry of Education Private - Catholic Church

Courses Details

Educational level	Primary (for adults) Secondary (adults) - Bachiller en Humanidades Secondary Technical - Bachiller (skilled worker) Further Education - Técnico (ocupacional o agropecuario) Community Education
Eligibility	Students must be 18
Subjects taught	Agriculture, vetennary science, humanities; Bolivian literature, mathematical sciences; applied biology, chemistry; physics; geography; social sciences
Media & methods	Printed correspondence texts prepared by/for CETHA, existing textbooks used as a central teaching medium; face-to-face tutoring and counselling; kits, practical work.

Special Features

Membership of	Facilitadores de Educación Rural Integral de Adultos - FERIA Casilla 4349, La Paz Bolivia

BRAZIL

COUNTRY PROFILE

Population	144m (1988)
Area	8,511,965 sq km
Languages	Portuguese
GDP per capita	US $ 2,449 (1988)

OVERVIEW

Despite being one of the few countries in Latin America that has neither a policy nor a public system of open education at a distance, Brazil has developed several isolated projects connected with vocational training, updating and upgrading. Two early experiences were the Instituto Universal Brasileiro (vocational courses) created in 1939, and Instituto Brasileiro Administração Municipalista (training courses for town hall staff) created in 1967. Other inititatives were developed by Foundation Padre Anchieta (formal and non-formal courses), Foundation Padre Landell de Moura (see institutional entry for FEPLAM), Petrobras (Projeto Acesso), Foundation Roberto Marinho (a private TV organisation which launched nation-wide supplementary education for primary and secondary grades through radio and television). There were also a number of distance training programmes developed by banking and business institutions (Abreu de Magalhaes, 1988).

SENAI - SP (National Service for Industrial Apprenticeship) is dedicated to technical and vocational education and training. It was created by federal law and obtains its funding from a levy on industry. It has been offering distance education courses since 1978 (Teixeira). Other distance education vocational training courses are offered by SENAC (National Sevice for Commercial Apprenticeship), Ministry of Education - LOGOS II - in-service education for primary school teachers, CETEB (Centre of Technical Teaching of Brasilia) a private non-profit educational agency, IBAM (Brazilian Institute for Municipal Administration), and EMBRATEL (Brazilian Enterprise for Telecommunications) (Guibert, 1988).

Although a law prohibiting 'the granting of university credits for courses without compulsory attendance' (Anderson, 1982, p.71) had been passed, towards the end of the 80s the Federal Education Council (CFE) established a rule enabling the creation of distance teaching courses at the tertiary level. The Universidade do Estado de Santa Catarina is in the process of investigating how distance education could be introduced (letter from UDESC 25-3-91). The Universidade Federal de Mato Grosso is trying to create a distance education unit, but has to overcome financial challenges and staff shortages. It is negotiating with the University of Brasilia to try and create a distance education course in the area of sciences and mathematics (letter from UFMG 2-4-91). Several universities have developed continuing

education programmes, of which the University of Brasilia was a pioneer in 1981.

INEP (National Institute of Educational Research) of the Ministry of Education is, amongst other things, in charge of coordinating government initiatives in distance education at all levels. In an attempt to improve teachers through in-service education, INEP approached FUNBEC (Brazilian Foundation for the Development of Science Education - see institutional entry below) in 1987 to produce a distance course in maths for teachers. This is running, and a second maths course, and a science course were being prepared. FUNBEC is now trying to set up a Programme in Distance Teaching with a wide range of courses (Tuacek, 1989). The Documentation and Information Division of INEP maintains an extensive library, and has a branch dedicated to the preparation of the Brazilian Thesaurus of Education. It has also published a specialised bibliography on distance education for the Latin American Net of Information and Documentation (Cardoso). ABT (Brazilian Educational Technology Association) offers a distance education in-service course for primary teachers (Gomes Ferreira, 1990).

The following references form the main sources which have been consulted in preparing the above overview:

ABREU DE MAGALHAES, M.R. (1988) *Continuing Education at Distance: the experience of the University of Brasilia: case study*, London, University of London, Institute of Education (DICE and IEC).

ANDERSON, P.S. (1982) 'The fires of distance education in Latin America', in DANIEL, J.S., STROUD, M.A. and THOMPSON, J.R. (eds) (1982) *Learning at a Distance: a world perspective*, Edmonton, Athabasca University and the International Council for Correspondence Education.

CARDOSO, T. (n.d.) *Instituto Nacional de Estudios e Pesquisas Educacionais: case study*, London, University of London, Institute of Education (DICE and IEC).

GOMES FERREIRA, V. DE P. (1990) 'El papel de una organización en la educación a distancia', in ORSUCCI DE MURGI, G. and JOSEPH, A.H. (eds) *Educación a Distancia en América Latina*. Papers presented to the Encuentro Latinoamericano de Educación a Distancia ENCO/89 conference, 15-19 May 1989. Buenos Aires, Ministerio de Educación, Dirección Nacional de Información, Difusión, Estadística y Tecnología Educativa, Departamento Ediciones de Educación.

GUIBERT, A.A.P. (1988) *Distance Education in Vocational Training in Brazil*. Paper submitted for presentation at the 14th World Conference of the International Council for Distance Education, Oslo, August 9-16 1988.

TEIXEIRA, M.C. (n.d.) *Distance Teaching in SENAI-SP: a Brazilian experiment: case study*, London, University of London, Institute of Education (DICE and IEC).

TUACEK, C. (1989) *Brasilian Foundation for the Development of Science Education: the experience in distance education: case study*, London, University of London, Institute of Education (DICE and IEC).

INSTITUTIONS INVOLVED IN DISTANCE TEACHING

1. Fundação Educacional e Cultural Padre Landell de Moura - FEPLAM

Address
Av. Bastian 286
Porto Alegre
R. G. do Sul
BRAZIL

Telephone (+55 512) 33-3624/ -3723/ -4624/ -6835

Date institution was established: 1967

Aims and objectives
To spread education by means of sound and images.
To reach deprived and under-educated adolescents and adults in the outer urban zones and rural regions.

Annual Budget

Source of funding Public and private.

Courses Details

Educational level
Literacy
Pre-Primary
Primary
Community Education: civic-social issues; rural life; health.
Vocational training: car mechanics; domestic electrical appliances.

Media & methods Printed materials; radio; televison; audio and video cassettes; slides; an instructor-monitor.

2. Universidade Federal do Rio Grande do Sul, Pró-Reitoria de Extensão

Address
Av. Paulo Gama 110 - 5º andar
90049 Porto Alegre (RS)
Brazil

Telephone	(+55 512) 281633 R. 3307
Telex	511055 UFRS BR
Fax	(+55 512) 272295
Contact	Prof. Paulo Roberto Ferrari Mosca (extn 3206)

Distance education commenced: 1988

No. of staff	2,000 part-time
No. of students	15,000

No. who have completed programmes: 28,000

Annual Budget

Budget allocation	US $ 170,000,000
Source of funding	Public - Brazilian Government

Courses Details

Educational level	Continuing Education
Eligibility	Depending on programme, educational qualifications required can be none, teacher's certificate, degree.
Subjects taught	Agricultural sciences; agriculture; architecture and planning; architecture; town planning and urban studies; humanities; history; languages, literature and regional studies; English, Spanish, French, Hebrew, Russian, Polish and Japanese languages; commercial and management studies; accountancy; administration; office studies; public administration; education and teaching; curriculum development; educational policy and management; mathematics education; science education; mathematics; mathematical sciences; medicine and health; medicine, nursing; pharmaceutical sciences; science and technology; genetics; engineering and technology; civil engineering; electrical, electronic and microelectronic engineering; materials science and metallurgy; mechanical and production engineering; physical sciences; physics; services; library and information studies; social studies, geography.

BEST COPY AVAILABLE

Media & methods Existing textbooks used as a central teaching medium; audiovision; computer assisted learning; face-to-face tutoring and counselling; regional services; study centres.

Special Features

Membership of Nenhuma

3. Instituto de Radiodifusão Educativa da Bahia (IRDEB)

Address Rua Pedro Gama 413 / E
Federação
CEP 40.230
Salvador
Bahia
BRAZIL

Telephone (+55 71) 235 5253

Contact Nivaldo Oliveira Lariú (Tel. (+55 71) 247 6369)

Distance education commenced: 1963

No. of staff 57 full-time

No. of students 942

Annual Budget

Budget allocation 1,026,754,209 Brazilian cruzados

Source of funding Public - State of Bahia Government

Courses Details

Educational level Secondary (for adults); training of primary school teachers

Eligibility Primary school; secondary school (to university entrance)

Subjects taught Curriculum development; educational psychology; mathematics education; science education; foundations of education; social integration; art education; communication.

Media & methods — Existing textbooks used as a central teaching medium; video cassettes; television. Courses last 7 weeks per discipline. Complete qualifications cannot be gained via distance education.

Special Features

Library provision — The library has a small collection of materials on distance education. Its stock is available to staff, students and the community in general.

Membership of — Associação Brasileira de Teleducação
Fundação Roquette Pinto

4. Fundação Brasileira para o Desenvolvimento do Ensino de Ciências

Address — Av. Prof. L. Martins Rodrigues Travessa 4 Nº 67
Cidade Universitaria USP
CEP 05508
São Paulo S.P.
Brazil

Telephone — (+55 11) 815 7555

Telex — (11) 83607 FBEC BR

Contacts — Anita Rondon Berardinelli
Clara Tuacek

Distance education commenced: 1987

No. of staff — 6 full-time
25 part-time

No. of students — 17,631

Approx. No. enrolled annually: 4,731

No. who have completed programmes: 4,000

Annual Budget

Source of funding — Public and private

Courses Details

Educational level — Continuing education: maths for primary teachers

Eligibility	Must be a teacher
Subjects taught	Mathematics education; mathematics; mathematical sciences
Media & methods	Printed correspondence texts The course lasts 84 weeks

CHILE

COUNTRY PROFILE

Population	12.8m (1988)
Area	756,626 sq km
Languages	Spanish
GDP per capita	US $ 2,518 (1988)

OVERVIEW

INACAP (Instituto Nacional de Capacitación Profesional) was founded in 1966 to provide the means and the conditions for the technical training and vocational promotion of Chilean workers. However, 'in Latin America, the needs of manpower qualifications have always surpassed the offer of training'. Thus INACAP's distance education branch, SINCAD (see institutional entry below) was created so that more students could be trained without a loss of teaching quality. SINCAD offers three types of courses: basic occupational training; technological formation programmes, and specific training courses (Elliot and Irigoin, 1980).

The Capricorn Interuniversity Programme PIUTEC (Programa de Integración Universitaria y Teleducación Capricornio) is a cooperative venture between universities located in the Tropic of Capricorn area of South America. Its objectives are to promote and develop distance education among its members. PIUTEC began several projects during the 1979-80 period. One of these was the creation of a documentation and information centre. The centre, which is at the Universidad del Norte, Chile, maintains a bibliographical collection on open and distance education (Nicolini, 1982).

Chadwick (1986, p 248) refers to a distance in-service teacher training programme in which 32,562 Chilean teachers participated.

The Universidad Academia de Humanismo Cristiano started running two distance education courses in 1986. One deals with 'advanced research techniques applied to research and social sciences' and is aimed at professors and researchers from Chilean and Latin American universities. The other covers 'mid-level social research techniques' for elementary and high school teachers'. Having realised that there would probably be a demand amongst other professionals for 'actualization, training and improvement', the University sought to establish, through its Continuing Education Department, a range of distance education courses. They were to cover such topics as: administration and management of education at the regional, local and school levels; evaluation of social programmes; social research techniques applied to public and community health; social research techniques in the cattle-farming sector; education and evaluation of technology transfer programmes; advanced study programme in social

sciences; administration and management of social development programmes and institutions (Academia de Humanismo Cristiano, 1988).

The University 'Mariscal Sucre' in Santiago intends to be a sort of Open University and is actively being helped by the Venezuelan Open University - UNA (letter from Raúl Ampuero 13-3-91).

The Universidad Católica de Santiago offers university extension courses (Araujo e Oliveira and Rumble, 1990).

A Rural Information Programme (Programa de Difusión Campesina) was launched in 1977, and came to an end in the early 1980s through lack of resources. The Programme was co-ordinated and carried out by a private agency. Its aim was to remedy the lack of information and communication media available to the rural population and to contribute to the strengthening of peasant organizations, particularly the co-operative movement. The media used were radio broadcasts, initially the newspaper *La Tercera* and subsequently its own monthly magazine *Haciendo Camino*, and 'Cartillas Campesinas' a series of leaflets on problems of interest to the rural population. The Programme attained national coverage. The information and knowledge disseminated made the peasants better informed on such questions as agrarian policies in general and, more specifically, price policies, marketing processes, and the granting of loans (Gajardo, 1983).

The following references form the main sources which have been consulted in preparing the above overview:

ACADEMIA DE HUMANISMO CRISTIANO (1988) *The Creation and Development of Continuing Education in the Universidad Academia de Humanismo Cristiano*, Santiago, UAHC.

ARAUJO E OLIVEIRA, J B. and RUMBLE, G. (1990) 'Distance education in Latin America: a review', *Open Learning*, vol. 6, no. 1, pp 30-41.

CHADWICK, C.B. (1986) 'Instructional technology research in Latin America', *Educational Communication and Technology*, vol. 34, no. 4, pp 247-254.

ELLIOT, S and IRIGOIN, M. (1980) 'SINCAD: an application of educational technology for distance technical education in INACAP' *Programmed Learning and Educational Technology*, vol. 17, no. 3, pp 232-238.

GAJARDO, M. (1983) 'Chile: an experiment in non-formal education in rural areas', *Prospects*, Vol. 13, no. 1, pp 83-94.

NICOLINI, L. (1982) 'The Capricorn Interuniversity progam: an example of international cooperation in distance education', in DANIEL, J.S., STROUD, M.A. and THOMPSON, J.R. (eds) *Learning at a Distance: a world perspective*. Edmonton, Athabasca University and International Council for Correspondence Education.

INSTITUTIONS INVOLVED IN DISTANCE TEACHING

1. Instituto Nacional de Capacitación Profesional - INACAP, Sistema Nacional de Capacitación a Distancia - SINCAD

Address	Chesterton Nº 7028 Santiago de Chile CHILE
Telephone	(+56 2) 2299000
Fax	(+56 2) 2299464

Date institution was established: 1966; SINCAD 1975

Courses Details

Educational level	Further Education - vocational training
Courses offered	Communication at work; introduction to electronics; materials technology; reading technical drawings; teacher training; hygienic milk production; quality control; introduction to computing; basics of electricity; measurement; farm management; public relations; basic maths; basic education for work; health and safety at work; elements of industrial electricity
Media & methods	Self-study materials; audio and video cassettes; slides; face-to-face teacher support. All courses start with an introductory session. Thereafter, students learn in their own time, at their own pace, with additional support available via the face-to-face sessions, and/or the audio-visual media. There is a final exam which leads to the award of a certificate. There are 25 INACAP/SINCAD offices throughout Chile.

2. Universidad Austral de Chile, Programa de Educación Continua

Address	Independencia 641 Valdivia CHILE
Telephone	(+56 63) 215150; 218526
Fax	(+56 63) 212589

Contacts	Prof. Luis Arán Faúndez Prof. María Estela García Santibáñez Address for both: General Lagos 911, Programa de Educación Continua, Universidad Austral de Chile, Valdivia.

Distance education commenced: 1987

No. of staff	25 part-time
No. of students	600

Approx. No. enrolled annually: 300

No. who have completed programmes: 300

Annual Budget

Budget allocation	US $ 100,000
Source of funding	Municipality of Serplac, and covenants

Courses Details

Educational level	Degree (Licenciatura en Educación) Postgraduate (Postitulo de Licenciatura en Educación) Continuing Education
Subjects taught	Degree: arts and humanities; communication and media studies; contemporary and cultural studies; philosophy; education and teaching; curriculum development; educational psychology; open and distance learning.
Media & methods	Printed correspondence texts prepared by/for institution; printed correspondence texts produced by other organisations/institutions; existing textbooks supplementing printed correspondence texts; collections of readings compiled by institution; audio cassettes; audiovision; video cassettes; face-to-face and telephone tutoring and counselling; practical work. 38 credits are required in order to obtain qualification. There are 4 credits per course.

Special Features

Library provision	It has a small library on distance education. There is a bibliographical information service to which undergraduate and postgraduate students of this and other universities have access.
Membership of	Red Picpemce

3. Universidad de Antofagasta, Proyecto Universidad en su Hogar

Address	Casilla 4 Correo 2 Antofagasta CHILE
Contact	Prof. Pedro Ramírez P.
Aims and objectives	To provide professional updating for teachers To improve competence as a leader

Courses Details

Educational level	Teacher upgrading - to specialist (Título de Especialista)
Eligibility	Must be a qualified teacher
Courses taught	Educational evaluation; educational planning; educational psychology; educational supervision
Media & methods	Printed correspondence texts

COLOMBIA

COUNTRY PROFILE

Population	30.2m (1988)
Area	1,138,914 sq km
Languages	Spanish
GDP per capita	US $ 1,739 (1988)

OVERVIEW

In the 1970s it was envisaged that a central 'Universidad a Distancia' would be established. However, this did not prove to be possible (Harrison,1990, p.8). Instead, there are 45 Institutes of Higher Education (22 public, 23 private) offering 148 distance education programmes to 70,000 students (institutional entries for almost half of these 45 organisations can be found below).

The Colombian Institute for the Development of Higher Education (ICFES) develops, on behalf of the Government, processes for the assessment and control of institutions offering distance education programmes.

Higher education is offered at four levels within Colombia: technical; technological; university; postgraduate. However, even though this distinction exists, Harrison (1990, pp. 15, 75) found it very difficult to judge at what level courses were being taught. Although great emphasis was placed on practical training, there was a tendency to try to teach at a higher level than may have been ideal for the subject matter or the students. In view of the difficulty of defining educational level, within the institutional entries, courses where the final award is 'Licenciatura' have been classified as degrees, whereas those which offer 'Tecnologia' have been labelled professional (although the institutions themselves variously classified 'Tecnologia' courses as pre-degree, degree, or continuing education).

Of the 148 programmes, 95 (64.6%) are concerned with the educational sciences, 23 (15.3%) with economics, administration and accountancy, 20 (13.5%) with engineering, architecture and town-planning, 7 (4.8%) with agriculture and veterinary sciences, 1 (0.6%) with health sciences, 1 (0.6%) with social sciences, and 1 (0.6%) with maths and natural sciences. These programmes are offered through 314 Regional Centres based in 165 towns.

These Regional Centres (CREADS) generally seem to be established only where local funds are forthcoming for their support. As distance education courses tend to be mediated via the CREADs, where tutorial support, assessment and practical work are carried out, the availability of distance education is limited, possibly to the more affluent areas. However, the CREADs are seen to have had a beneficial effect on the communities in which they have been established, for example, by the provision of public

library services and meeting places. Moreover, they seem to engender high morale, dedication and enthusiasm among the staff, tutors and students. Nevertheless, in some towns they do represent a certain wastage of resources as there may be two or three CREADs organised by different institutions (Harrison, 1990, pp. 14, 26, 28).

To date some 10,000 students have graduated. 82% have been at university level, predominantly within the educational sciences area. The other 18% have been from technological programmes.

Modules or self-instructional materials form the central plank of the teaching-learning process. Some 1800 have been produced.

Except where otherwise stated, all the above information was taken from a letter and some information supplied by the Instituto Colombiano para el Fomento de la Educación Superior (ICFES).

Distance Education was introduced in order to aid economic development, national development, life-long recurrent education for adults, compensatory education, the expansion of educational opportunities, and teacher training. Correspondence texts are the main medium of one-way instruction, with radio and television playing a small part. Face-to-face contact is seen as being very important, as are the CIPAS (Círculos de Integración y Participación Académica Social). The main obstacles to the implementation of distance education are a lack of cooperation between universities, the small scale of the programmes, and a lack of political will (National Institute of Multimedia Education, 1989).

The Fundación Universitaria de Manizales would like to awaken interest in the idea of distance education within the institution (letter from FUM, 13-3-91).

The Universidad Tecnológica de Pereira would like to use distance education in some of the courses belonging to its continuing education and postgraduate programmes (letter from UTP, 8-4-91).

The Universidad de Cartagena already has two professional courses on offer (see institutional entry below). Two new programmes are planned for 1991-1992. One is an academic degree in Municipal Administration. The other is a non-formal programme, which will be run by the School of Human Sciences and the Regional Television Channel - TELECARIBE. This programme is designed to reach the general population of the Caribbean Colombian coast. The eight subjects which will be covered by the programme are: health education; civic education; the social and economic history of the region; the Caribbean coast in the 21st century; achievements (Caribbean people working for development); the geography of the region; music within the Caribbean context; and the coast economy (Ospina, 1991).

SENA (Servicio Nacional de Aprendizaje) is the national vocational training body. It operates under the auspices of the Ministry of Work and Social Security. It has been in existence for over thirty years, and has been offering vocational training at a distance since 1976. It provides training for the agricultural, industrial and commercial sectors (Pravda, 1988).

The Fondo de Capacitación Popular of INRAVISION (Instituto Nacional de Radio y Televisión) provides formal educational opportunities at a distance for young people and adults. It has been providing primary level courses for adults since 1967. The basic media used are radio and television, together with print materials. Secondary level education, leading to the award of the 'Bachiller', has been on offer to young people and adults since 1973. In this case, radio and printed texts are the media used. 523,320 students have benefited from this programme. Of the 265,381 people who have submitted themselves for examination, 99,020 have been successful (Echeverry, 1990).

Radio schools are very popular in Latin America. The first to be created was ACPO (Acción Cultural Popular) in Colombia. It was started by Father Salcedo in 1947 in Sutatenza, which has provided the name by which ACPO is often known, Radio Sutatenza. As many radio schools have done since, it adopted a multi-media approach in which regular radio programmes were combined with printed materials and group discussions. ACPO has provided literacy, primary and short courses for a vast number of peasants in their own local radio schools with their local monitors. During the 1980s Radio Sutatenza has become a partner in CAMINA, the Colombian Government's own multi-media adult education initiative (Young, 1990).

The Ministry of Education set up Project CAMINA as a means of providing basic and continuing education for those sectors of the population who had been most educationally deprived. Its objectives were to improve the educational level and the quality of life of Colombians, and to encourage them to participate in the search for solutions to their educational problems through local and regional programmes. CAMINA decided to adopt a multi-media approach, which involved the use of print, open broadcasting, video and audio tapes, and face-to-face instruction. In view of Radio Sutatenza's educational record, the Government decided to work with its organization to carry out some of CAMINA's programmes, thereby making use of both its expertise in educational broadcasting and its infrastructure. Within its formal programme it offers literacy, primary, secondary, and vocational courses, and university careers. The non-formal programme covers such subjects as Colombian literature, music and history, child development, community organization, nutrition and healthy traditional cooking, co-operatives, and agricultural extension. CAMINA itself produced the materials for and controlled the organization of the literacy and primary courses and some of the non-formal programmes. The other programmes are the responsibility of the institutions which provide them, with the support and backing of CAMINA (Londoño, 1987).

One distance education organisation is known to be operating within Colombia - Fundación para la Cooperación en Investigación y Educación a Distancia de Antioquia (CIEDA).

The following references form the main sources which have been consulted in preparing the above overview:

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Latinoamericano de Educación a Distancia ENCO 89, 15-19 May 1989, La Cumbre, Córdoba, República Argentina. Buenos Aires, Ministerio de Educación y Justicia, Dirección Nacional de Información, Difusión, Estadística y Tecnología Educativa, Departamento Ediciones de Educación.

HARRISON, R.D. (1990) *An Evaluation of the Programme for Higher Education at a Distance in Colombia*. Report of a consultancy carried out during April and May 1990 on behalf of the Instituto Colombiano para el Fomento de la Educación Superior (ICFES).

LONDONO, M.V. (1987) *Distance Education in Literacy Programme: CAMINA, Colombia*, London, University of London, Institute of Education (DICE and IEC).

NATIONAL INSTITUTE OF MULTIMEDIA EDUCATION (1989). Unpublished survey of Ministries of Education worldwide re distance education provision carried out by the Japanese Institute.

OSPINA, C. (1991) *Country Case Study: University of Cartagena, Colombia*, London, University of London, Institute of Education (DICE and IEC).

PRAVDA, G. (1988) *Educación a Distancia para el Desarrollo Social: el modelo colombiano*. Copy of a paper presented to the 14th ICDE World Conference, Oslo, Norway, 9-16 August, 1988.

YOUNG, M. (1990) 'Acción Cultural Popular, Colombia', in KOUL, B.N. and JENKINS, J. *Distance Education: a spectrum of case studies*, London, Kogan Page in association with the International Extension College.

INSTITUTIONS INVOLVED IN DISTANCE TEACHING

1. Fundación Universitaria Luis Amigó

Address	Transversal 51A. Nº 67B - 134 A. A. 11001 Medellin COLOMBIA
Telephone	(+57 4) 230 13 11
Fax	(+57 4) 230 21 81
Contacts	Dr Elkin Baena Sierra (Academic Vice-Rector) Dra Ana Agudelo de Marin (Director, Research Centre)

Distance education commenced: 1985

No. of staff	173 part-time
No. of students	4,149

Approx. No. enrolled annually: 693

No. who have completed programmes: 777

Courses Details

Educational level	Degree (Licenciatura en Pedagogía Reeducativa)
Eligibility	Either secondary school (to university entrance) or primary school teacher
Subjects taught	Communication and media studies; philosophy; sociology; family and community work; curriculum development; educational psychology; educational administration; group therapy; statistics; biological bases of behaviour; recreation and sports; group dynamics; psychology; family law.
Media & methods	Collections of readings compiled by the institution; modules; audio and video cassettes; audiovision; tv; face-to-face tutoring and counselling; regional services; study centres. Tutorials are held on Saturdays, with a lot of emphasis being laid on their importance. The course lasts for 8 semesters of 20 weeks duration each.

Special Features

Library provision	The general library has a small collection of materials on distance education. A quarterly acquisitions list is published.
Membership of	Asociación de Instituciones de Educación Superior de Antioquia (ASIESDA)

2. Pontificia Universidad Javeriana, Facultad de Ciencias Sociales y Educación, Programa Universidad Abierta

Address	Carrera 7 Nº 43 82 Piso 3 Edificio Felix Restrepo Apartado Aéreo 034194 Bogotá COLOMBIA
Telephone	(+57 1) 2 85 76 64
Fax	(+57 1) 2 88 93 14

Contacts	Omayra Parra de Marroquin Dra María Carolina Lesmes Quintana Dra Soledad Velasquez Dra María Lucia Rojas

Date institution was established: 1930. Distance teaching began 1972

Aims and objectives	To help teachers at the Basic Primary level to become more professional; To contribute to the improvement in the quality of the primary education sector, especially for children from the less favoured sections of society; To raise the profile of the teaching profession; To generate and evaluate models of professionalisation at the higher education level via distance teaching, which can be offered, as alternatives, to the faculties of the University, and to the country.
No. of staff	70 full-time 94 part-time
No. of students	6,597
Approx. No. enrolled annually: 702	
No. who have completed programmes: 898	

Annual Budget

Budget allocation	600,000,000 Colombian pesos
Source of funding	Public and private

Courses Details

Educational level	Degree (Licenciatura en Básica Primaria)
Eligibility	Secondary school (to university entrance), Teacher's certificate - must be a practising teacher, Degree
Subjects taught	Education and teaching; curriculum development; educational psychology, mathematics education, science education; philosophy; theology, law, sociology; planning; educational administration and research, social sciences, music, art; physical education.
Media & methods	Some 83 modules make up the degree course. They are of three types: printed correspondence

texts and existing textbooks; audiovisual aids - radio, tv, audio and video cassettes; and study guides. The basis of the course is individual study, with group work available in the *Nucleos de Interacción* - autonomous student organisations. Tutorial support is available through the above, and via telephone, audio cassette, letter, or in person if deemed necessary.

Special Features

Library provision

The Cental University Library collects materials on distance education. There are also small libraries in the 15 regional centres. The Central Library has a budget of 132,430,153 pesos for journal subscriptions, and 37,342,053 pesos for books in 1991. In 1989 a list of books and documents on distance education was published. In the future they would like to encourage greater use of the regional libraries and more information searching.

3. Fundación Universidad de la Sabana, Facultad de Educación, Instituto de Educación a Distancia - INSE

Address

Calle 70 Nº 11-79
A. A. 53753
Bogotá
COLOMBIA

Telephone

(+57 1) 255 2455, 255 2232

Fax

(+57 1) 215 98 88

Contacts

Dr Eduardo Ortiz Bautista, Dean, INSE, Tel. 211 8098, 211 8270
Dra Alicia Meneses de Orozco, Sub-Dean, Research
Dra Olga Lucia Parra Cordoba, Faculty Secretary General
Dra Stella Espinosa de González, Director, Educational Administration
Dra Consuelo García de Quijano, Director, Social Sciences
Dr Alberto Aguilar Bernal, Director, Plastic Arts
Dra Teresa Piñeros de Vasquez, Director, Linguistics and Literature

Distance education commenced: 1975 INSE was a pioneer within Latin America in the provision of professional education for teachers by distance learning. It was formed in 1971, and offered its first distance education course in 1975.

Aims and objectives

The University's aim is to make a contribution towards solving the educational problem which confronts the country with regard to the professionalisation and quality of the teaching force. The initiative is aimed at teachers of primary and secondary education in places distant from urban centres.

Its objectives are: to contribute to the improvement in the quality of education within the country by providing distance education, with short residential periods, for practising teachers; to design, test and investigate models and processes to improve the efficiency of distance education as a system and as a social alternative

No. of staff

5 full-time
5 part-time
132 tutors

No. of students 2,167

Approx. No. enrolled annually: 292

No. who have completed programmes: 2,636

Annual Budget

Source of funding Private

Courses Details

Educational level Degree (Licenciatura en Administración y Supervisión Educativa; Lic. en Ciencias Sociales; Lic. en Artes Plásticas; Lic. en Lingüística y Literatura)

Eligibility Secondary school (to university entrance)

Subjects taught Arts and humanities; communication and media studies; design; fine art, art history; photography, cinema and television; humanities, contemporary and cultural studies; history, philosophy; theology; languages, literature and area studies; Spanish and English languages, Spanish linguistics, Spanish, Spanish American, and Graeco-Latin literature, commercial and management studies;

accountancy; administration; finance; management; personnel and industrial relations; public administration; education and teaching; curriculum development; educational policy and management; educational psychology; humanities education; language, reading and communication; open and distance learning; science education; Colombian educational legislation; mathematics; mathematical sciences; statistics; library and information studies; recreation and sport; social studies; career guidance and counselling; economics; employment and manpower studies; geography; government, politics and international studies; psychology; social sciences; sociology; youth and community studies.

Media & methods

The students are required to attend the University's headquarters in Bogota during June and December (school holidays) when group work, activities and workshops are undertaken. Between January and May, and July and November, they work in their own homes using printed self-study materials produced by/for the University and by other institutions, existing textbooks, collections of readings compiled by the University, audio and video cassettes, audiovision, and television.
Tutoring and counselling by telephone or post is available, or face-to-face for those who can attend headquarters during the non-residential periods. Tutoring by audio and video teleconferencing is also available. Regional Monitors are to be found in towns which are accessible from the rural areas. These monitors are senior students who can help students following earlier parts of the course. It is proposed to open CREADs in 12 regional capitals to provide additional support.
Each course requires at least 3,600 hours of study. This is divided between 10 semesters, each of which requires 16 weeks of distance study and two weeks at residential schools.

Research

Completed

Evaluation of the efficiency of INSE's tutor training programme (1985)
Level of adequacy of self-study materials in the opinion of experts (1986)
Levels of influence of the Regional Monitors in INSE's academic, administrative and communications processes (1986)
Satisfaction of INSE student expectations (1986)

The study habits of INSE users (1987)
Evaluation of the vacation period, December 1986 (1987)
Study conditions of INSE students and their relationship to academic achievement, non-attendance periods 1982 - 1984 (1987)
Family and regional surroundings of INSE students and their relation to desertion rates, non-attendance periods 1982 - 1984 (1988)

Projects — Under investigation are the social impact of INSE, evaluation of self-study materials, and of the learning system.

Special Features

Library provision — The University Library has a substantial collection of documents concerned with distance education. An acquisitions list is published twice per year. It is hoped to automate the library soon.

Membership of — Asociación Iberoamericana de Educación Superior a Distancia (AIESAD)
Asociación Iberoamericana de Investigación de Educación a Distancia
International Council for Distance Education (ICDE)

4. Universidad de San Buenaventura, Programa de Profesionalización a Distancia (PROD)

Address — Headquarters
Calle 73 Nº 10 - 45
A. A. 50679
Bogotá
COLOMBIA

Also at Cali and Medellín (see below for address, telephone, fax, and contacts at Cali).

Telephone — (+57 1) 235 49 42; 249 46 10

Fax — (+57 1) 211 58 90

Contacts — Dr Armando Gil Londoño, Director PROD
Dra Ruth E. Gutierrez, Assistant Director PROD
Dr José de J. Peña, Tutor
Dr Ignacio Bueno, Tutor
Dr Ruribe Parra, Print Material Designer

Dra Maria C. Betancourt, Print Material Designer
Dra Consuelo Solano, Print Material Designer

Address

La Umbria
Carretera a Pance
Cali
Valle del Cauca
COLOMBIA

Telephone

(+57 23) 552007 - 14

Fax

(+57 23) 552006

Contacts

Dr Ramón Daniel Espinosa R., Dean Faculty of Education
Luz Stella Millan, Director Pre-Degree Department/Commerce and Accountancy
José Eliecer Echeverry, Religious Sciences Coordinator
Julio Vargas, Educational Administration Coordinator
Maria Eugenia Arango, Gerontology Coordinator
Gerardo Chaves S., Instructional Design Coordinator
Rodrigo Ramos, Research and Evaluation Coordinator

Date institution was established: Originally 1688 - 1862; reopened in 1961 Programme for professionalisation at a distance - PROD - created 1977 (Bogotá); 1981 (Cali).

Aims and objectives

The objective of PROD is to offer professional or specialized training to teachers who for geographical, work or economic reasons cannot take part in conventional programmes

No. of staff

Full-time: 31 (Bogotá), 8 (Cali)
Part-time: 103 (Bogotá); 82 (Cali)

No. of students

1735 (Bogotá); 2,513 (Cali)

Approx. No. enrolled annually: 285 (Bogotá)

No. who have completed programmes: 1000 (Bogotá); 900 (Cali)

Annual Budget

Budget allocation

35,000,000 Colombian pesos

Source of funding

Private

Courses Details

Educational level	Degree - Licenciatura en Administración Educativa (B, C, M) Lic. en Educación Preescolar (B, M) Lic. en Educación Primaria (B, C, M) Lic. en Comercio y Contaduría (B, C) Lic. en Ciencias Religiosas (B, C) Gerontología (C) - level not clear
Eligibility	Secondary school (to university entrance)
Subjects taught	Arts and humanities; history; philosophy; theology; languages, literature and regional studies; commercial and management studies; accountancy; administration; business administration; finance; office studies; education and teaching; curriculum development; educational policy and management; educational psychology; humanities education; language, reading and communication; mathematics education; open and distance learning; science education; technology education; youth and community education; Colombian constitutional, administrative, labour, commercial and tax law; mathematics; computing; mathematical sciences; statistics; medicine and health; economics; psychology; social sciences; sociology
Media & methods	Printed correspondence texts prepared by/for the University, and by other institutions/organisations; existing textbooks used as a central teaching medium, and as a supplement to printed correspondence texts; collections of readings compiled by the University; audiovision; face-to-face and telephone tutoring and counselling; regional services; study centres; weekend schools.

Special Features

Library provision	Both libraries collect materials on distance education.

5. Universidad del Tolima, Instituto de Educación a Distancia

Address	Barrio Santa Helena A. A. 546 Ibagué Tolima COLOMBIA

Telephone	(+57 82) 644219
Fax	(+57 82) 644869
Contacts	Dra Sandra Amaya de Pujana, Director, Institute of Distance Education Lic. Ana Myriam Pinto B., Director, Primary Basic Education Dra Betty Sánchez de Parada, Director, Pre-school Education Ing. Julio Cesar Naranjo, Director, Banking and Financial Management Ing. Stella Pacheco de Sánchez, Director Farming Studies Dra Marta Farde Estefan Upegui, Media Production Coordinator and Quality Controller Ing. Edgar Castillo Bustos, Evaluation Research Coordinator

Distance education commenced: 1984

No. of staff 260 part-time

No. of students 2,850

Approx. No. enrolled annually: 265

No. who have completed programmes: 1,291

Annual Budget

Source of funding Public - The State and institutional self-finance

Courses Details

Educational level Degree (Licenciatura en Educación Básica Primaria; Lic. en Educación Preescolar)

Professional (Tecnología Agropecuaria; Tec. en Gestión Bancaria y Financiera - primer ciclo; Tec. en Administración Financiera - segundo ciclo).

Eligibility Secondary school (to university entrance)

Subjects taught Education: creativity; theatre and physical expression; dance; plastic arts; leisure; Colombian cultural heritage; professional ethics; Spanish linguistics; children's literature; accountancy; public administration; curriculum theory and design; administration of basic primary education institutions and institutional evaluation; psychology of learning and learning difficulties;

special education; family guidance and education; school supervision; early stimulation; educational aids; teaching practice; school legislation; mathematics; descriptive and inferential statistics; health education; human biology; foundations of the natural sciences; general psychology; foundations of psychology; developmental psychology; community work; sociology of education; research methodology and design; group dynamics; physical education; educational research; written work methodology

Banking and finance: humanities; Colombian cultural anthropology; ethics; introduction to the sciences; commercial and management studies; general and banking accountancy; principles of administration and administrative systems; introduction to the financial system; financial services; company management and problems; foundations of marketing; markets; bank marketing; personnel administration; budgeting; banking and financial problems; organisation and methods; audit; systems audit; costs; bank, commercial, labour and tax legislation; mathematics; computing; general, descriptive and inferential statistics; financial mathematics; economics; international commerce; industrial psychology; business sociology; micro and macro economics; international banking; political economy; operations research; research techniques; research projects; project formulation and evaluation.

Farming: agriculture; agricultural engineering; zootechny, minor and major species; animal health, animal feed and nutrition; plant biology, morphology and physiology; propagation and horticulture; cultivation; plant health; housing; surveying; farm administration; mathematics; statistics; ecology; chemistry; management and preservation of cattle and agricultural products; farm economy; general and rural sociology; oral and written communication techniques; land irrigation and drainage; agricultural machinery.

Media & methods

Printed correspondence texts prepared by/for the University, and by other institutions/organisations; existing textbooks used both as a central teaching medium, and to supplement printed correspondence texts; collections of readings compiled by the University; work guides; audio and video cassettes; audiovision; face-to-face

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tutoring and counselling; kits; practical work; regional services; study centres; weekend schools.

Special Features

Library provision — The Central University Library collects materials on distance education. The Library's present budget is 50,000,000 Colombian pesos.

Membership of — Asociación Iberoamericana de Educación Superior a Distancia (AIESAD)

6. **Colegio Mayor de Cundinamarca** (Institución Universitaria)

Address — Calle 28 Nº 6-02
Bogotá D.E.
COLOMBIA

Telephone — (+57 1) 2456737; 2841717; 3344257

Contacts — Beatriz Parra Cespedes
Dra Alicia Moyano, Rector
Dra Bertha Cecilia Diaz de Arana, Vice-Rector
Natalia Lopez de Hernandez, Administrative Coordinator
Gladys Ruiz Delgado, Academic Coordinator

Distance education commenced: 6 August 1983

No. of staff — 7 full-time
28 part-time

No. of students — 405

Approx. No. enrolled annually 95

No. who have completed programmes: 319

Annual Budget

Budget allocation — 836,557,000 Colombian pesos

Source of funding — Public - Colombian Government

Courses Details

Educational level — Professional (Tecnología en Secretariado Comercial Bilingüe)

Eligibility	Secondary school (to university entrance)
Subjects taught	Bilingual Commercial Secretary: humanities; philosophy; cultural professional ethics; English, French, Spanish languages; Spanish linguistics; Hispano-American and Colombian literature; commercial correspondence in Spanish, English, French; office practices; business and labour law; basic maths; business maths; English and Spanish shorthand and typing; accountancy - costs, inventories and balances; personnel and industrial relations; mathematics; computing; statistics.
Media & methods	Existing textbooks used as a central teaching medium; collections of readings compiled by the institution; audio and video cassettes; audiovision; radio; tv; telephone teaching; compact discs; face-to-face and telephone tutoring and counselling; work placements.

Special Features

Membership of	Asociación Colombiana de Universidades (ASCUN) Asociación Iberoamericana de Educación a Distancia (AIESAD) Asociación Colombiana de Educación Comparada (ACEC)

7. Instituto Tecnológico Pascual Bravo, Dirección Programa de Tecnologías Semipresenciales

Address	Carretera El Volador A. A. 6821 Medellín COLOMBIA
Telephone	(+57 4) 2340127; 2340309; 2344917
Contacts	Ignacio Arango Isaza, Programme Director Prospero José Posada Myer, Rector Angel David Calderón Escorcia, Academic Vice-Rector

Date institution was established: Originally 1935, in its present form 1982

Courses Details

Educational level	Professional (Tecnología Mecánica; Tec. Eléctrica; Tec. Electrónica)
Eligibility	Secondary school (to university entrance)
Subjects taught	Research methodology; technical English; ethics; labour law; humanities; Colombian socio-economic history; administration; hydraulic systems; instrumentation; internal combustion engine; industrial services; air conditioning and refrigeration; thermodynamics; electricity; materials sciences; materials resistance; design; technical drawing; industrial engineering; quality control; chemistry; physics; accountancy; mathematics; statistics; electronics; circuitry; digital circuits; electro-magnetism; differential calculus; industrial security; control systems; communications.
Media & methods	Attendance at practical sessions on Saturdays is obligatory

8. **Tecnológico de Antioquia** (Formerly Instituto Central Femenino)

Address	Calle 50 Nº 41-55 A A 011421 Medellín COLOMBIA
Telephone	(+57 4) 2399019
Fax	(+57 4) 2398979
Contacts	Olga Osorio R. de Cuervo Nelson Ceballos Maya, Academic Vice-Rector Hernan Ospina Stethortua, Administrative Director Diego Moneada Restrepo, Head, Department of Regional Resources and Projects

Date institution was established 1935. Distance teaching commenced 1983

Aims and objectives	To provide higher education technical training programmes To broaden opportunities for access to higher education To contribute to the decentralization and

de-schooling of academic programmes
To develop the scientific spirit, and the critical and analytical capacity of students.

No. of staff 271 part-time

No. of students 2,036

Approx. No. enrolled annually: 772

No. who have completed programmes: 2,923

Annual Budget

Budget allocation US $ 2,000,000

Source of funding Public - Departamento de Antioquia

Courses Details

Educational level Professional (Tecnología en Educación Básica Primaria; Tec. en Educación Preescolar; Tec. en Educación Especial, Tec. en Gerontología; Tec. en Secretariado Comercial, Tec. en Administración Documental y Micrografía; Tecnólogo Especializado en Educación Artística).

Eligibility Secondary school (to university entrance)

Subjects taught Conservation and restoration; fine art; art history; performing arts, photography; arts; history; philosophy; technical English; accountancy; administration; business administration, finance, marketing; office studies; personnel and industrial relations; curriculum development; educational policy and management, educational psychology; humanities education, language, reading and communication; mathematics education, science education, youth and community education, commercial, financial and labour law; computing, mathematical sciences; statistics, biological sciences; applied biology; biological and life sciences; chemistry; physics, consumer sciences; library and information studies; recreation and sport; psychology, social sciences; sociology, youth and community studies.

Media & methods Printed correspondence texts, existing textbooks, collections of readings, audio cassettes, audiovision, video cassettes, television, face-to-face and telephone tutoring and counselling, practical work, study centres, weekend schools.

Special Features

Library provision	Distance education is one of the subjects covered within the library's collection.
Membership of	Fundación para la Cooperación Interinstitucional en Investigación y Educación a Distancia de Antioquia (CIEDA) Asociación Iberoamericana de Educación a Distancia (AIESAD)

9. Corporación Universitaria Antonio Nariño

Address	Apartado Aereo 44564 Bogotá COLOMBIA
Telephone	(+57 1) 2725770
Fax	(+57 1) 2725770
Contacts	Horacio Salazar Montoya, Academic Vice-Rector Dr Carlos Hugo Grazo Dr Luis Divera Fanmán Dr Jorge Iván Salazar Dr Luis Carlos Hugo

Distance education commenced: 1984

No. of staff	180 part-time
No. of students	4,500
Approx. No. enrolled annually	1,400
No. who have completed programmes	240

Annual Budget

Source of funding	Fees

Courses Details

Educational level	Professional (Tecnología en Sistematización de Datos, Tec. en Ingenierías - Sistemas) Degree (Licenciatura en Educación Básica Primaria, Lic. en Educación Preescolar)
Eligibility	Secondary schooling (to 15/16)

Media & methods	Existing textbooks used as a central teaching medium; audio and video cassettes; audiovision; computer assisted learning; computer conferencing; databases; compact discs, face-to-face tutoring and counselling; tutoring via audio and video teleconferencing; tutoring via computer conferencing; regional services. 2,048 hours of study are required over a period of 128 weeks.

10. Universidad Santo Tomás, Centro de Enseñanza Desescolarizada

Address	Carrera 18 Nº 9 - 27 Bucaramanga Santander COLOMBIA
Telephone	(+57 7) 332342; 332343
Fax	(+57 7) 331383
Contact	Generoso Gutierrez Morán O.P., Centre Director

Distance education commenced: 1983

No. who have completed programmes: 520

Annual Budget

Source of funding	fees

Courses Details

Educational level	Degree (Licenciatura en Educación Preescolar y Promoción de la Familia; Lic. en Educación Primaria y Promoción de la Comunidad; Lic. en Filosofía; Lic. en Filosofía y Letras; Lic. en Filosofía e Historia; Lic. en Filosofía y Ciencias Religiosas) Professional (Tecnología en Construcción; Tec. en Administración de Empresas de Economía Solidaria; Tec. en Laboratorio Dental)
Eligibility	Secondary school (to university entrance)
Media & methods	Printed texts prepared by the institution; existing textbooks used as a central teaching medium; existing textbooks used as a supplement to printed correspondence texts; practical and

laboratory guides; audio and video cassettes; audiovision; telephone teaching; face-to-face and telephone tutoring and counselling; kits; practical work; regional services; study centres.

11. Universidad de Cartagena, Subsistema de Educación Abierta y a Distancia (SEAD)

Address	Centro: Cra 6 Nº 36-100 Apartado Aereo 1382 Cartagena COLOMBIA
Telephone	(+57 53) 654486
Fax	(+57 53) 650426
Contacts	Mariela Fula Bravo, Director, SEAD Nancy Monroy de Espinoza, Coordinator, Health Services Marcela Castro, Coordinator, Food

Distance education commenced: April 1989

No. of staff	6 full-time 8 part-time
No. of students	356

Approx. No. enrolled annually: 200

Annual Budget

Source of funding	Public - The Government Private - Banco Interamericano de Desarrollo (BID).

Courses Details

Educational level	Professional (Tecnología en Alimentos; Tec. en Administración de los Servicios de la Salud)
Eligibility	Secondary school (to university entrance)
Subjects taught	Ethics; commercial and management studies; administration; finance; personnel and industrial relations; public administration; medicine and health; public health and administration; engineering and technology; food science and technology;

Media & methods	Printed correspondence texts prepared by/for the institution; printed correspondence texts produced by other organisations/institutions; existing textbooks used as a central teaching medium; existing textbooks used to supplement the printed correspondence texts; collections of readings compiled by the institution; face-to-face and telephone tutoring and counselling.

Special Features

Library provision	A small number of materials on distance education is held. It is hoped that two libraries, funded by BID, will be opened very shortly in the CREADs in Cartagena and Magangué.
Membership of	Consorcio - Red de Educación a Distancia (CREAD)

12. Fundación Universitaria Católica de Oriente, Departamento de Educación a Distancia

Address	Calle 41 Nº 45-201 Apartado Aereo 008 Rionegro Antioquia COLOMBIA
Telephone	2715000
Fax	531 39 72
Contacts	Lic. Guillermo Leon Gomez Zuluaga, Director Dr Ernesto Alvarez Castrillon, Academic Director Dr Gildardo Norena, Gerontology Dr Fernando Alvarez E., Dean, Social Sciences Pbro Guillermo Orozco, Dean, Education Pbro Dario Gomez Zuluaga, Rector

Distance education commenced: January 1984

No. of staff	16 full-time 195 part-time
No. of students	564

Approx. No. enrolled annually: 112

Annual Budget

Budget allocation	US $ 150,000
Source of funding	Private, but occasional Government help.

Courses Details

Educational level	Degree (Licenciatura en Filosofía y Ciencias Religiosas) Pre-degree (Gerontolgía)
Eligibility	Secondary education (to university entrance)
Subjects taught	Arts and humanities; communication and media studies; philosophy; theology; accountancy; administration; curriculum development; educational psychology; open and distance learning; computing; statistics; biomedical sciences; social studies; psychology; social sciences; sociology; philosophy education.
Media & methods	Printed correspondence texts prepared by/for the institution; printed correspondence texts produced by other organisations/institutions; existing textbooks used as a central teaching medium; existing textbooks to supplement the printed correspondence texts; collections of readings compiled by the institution; audio and video cassettes; audiovision; telephone teaching; databases; face-to-face and telephone tutoring and counselling; practical work; study centres. The programmes are split up into ULAS - units of academic work. There are 3,600 per programme, with approximately 60 per subject.

Special Features

Library provision	There is a library with a budget of US $ 5,000 per semester
Membership of	Fundación para la Cooperación Interinstitucional en Investigación y Educación a Distancia de Antioquia (CIEDA) Asociación Iberoamericana de Educación Superior a Distancia (AIESAD) Asociación de Instituciones de Educación Superior de Antioquia (ASIESDA - Medellín)

13. Universidad Pedagógica Nacional

Address	Calle 72 Nº 11-86 Of. 206-C Bogotá COLOMBIA
Telephone	(+57 1) 2358767
Fax	(+57 1) 2111293
Contacts	Nohra Pabón Fernández, Director, Postgraduate Department Fanny Forero Rodriguez Aracelly de Mateus Alberto Pardo Novoa

Distance education will be offered for the first time: January 1992

No. of staff	2 full-time 3 part-time

Annual Budget

Source of funding	Public and private

Courses Details

Educational level	Postgraduate (Magíster en Educación - énfasis en Docencia Universitaria)
Eligibility	Participants must have a degree and be university teachers
Subjects taught	Curriculum development; curriculum; evaluation; pedagogy and teacher development in higher education.
Media & methods	Printed correspondence texts prepared by/for the institution; collections of readings compiled by the institution; video cassettes; face-to-face tutoring and counselling; students must attend all day Mondays The course lasts 72 weeks (4 semesters). 46 credits are necessary to successfully complete the course, which comprises 800 units of academic work

14. Universidad Distrital Francisco José de Caldas, Instituto de Desarrollo Municipal y Comunitario

Address	Carrera 8º Nº 40-78 Apartado Aereo 8668 Bogotá, D.E. COLOMBIA
Telephone	(+57 1) 2870653; 2881785
Fax	(+57 1) 2881683
Contacts	Prof. Nacianceno Mina Marulanda, Programme Director Prof. Francisco Muñoz Daza, Faculty of Engineering Irma Yolanda Ramirez, Distance Programmes Agustin Vega Torres

Distance education commenced: 1985

No. of staff	3 full-time 27 part-time
No. of students	275

Approx. No. enrolled annually: 75

No. who have completed programmes: 1700

Annual Budget

Source of funding	Public - ICFES and Banco Interamericano de Desarrollo

Courses Details

Educational level	Professional (Tecnología en Gestión de Servicios Públicos Sanitarios - primer ciclo; Tec. en Saneamiento Ambiental - primer ciclo). In order to gain the professional qualification of Environmental Administrator, it is necessary to complete a second cycle course, which is in preparation.
Eligibility	Secondary education (to university entrance)
Subjects taught	Environmental studies; public health
Media & methods	Printed correspondence texts prepared by/for the University; existing textbooks to supplement printed correspondence texts, collections of

readings compiled by the University; audiovision; video cassettes; face-to-face and telephone tutoring; practical work. Each programme requires 6 semesters of study plus one semester to complete the introduction to learning at a distance course. Each course lasts 16 weeks (1 semester) and demands 192 hours of study.

Special Features

Library provision — The Institute Library has a small collection of materials concerned with distance education. It offers reference and loan services for staff and students.

15. Unidad Universitaria del Sur de Bogotá - UNISUR

Address — Calle 53 Nº 14-39
Bogotá
COLOMBIA

Telephone — (+57 1) 2553216; 2553478

Contacts — Maria Teresa Arias de Barrero, Rector
Roberto Hernández Saavedra, Academic Vice-Rector
Miguel Antonio Ramón Martinez, Vice-Rector, Operations
Gonzalo Tellez Iregui, Dean, Faculty of Agrarian Sciences
Jaime Alberto Leal A., Dean, Faculty of Sciences and Engineering
Victor Raul Ballesteros, Dean, Faculty of Administrative Sciences
Roberto Salazar Ramos, Director, Research Institute

Distance education commenced: 1983

No. of staff — 227 full-time
379 part-time

No. of students — 10,000

Approx. No. enrolled annually: 5,540

Annual Budget

Budget allocation — 1,119,914,000 Colombian pesos

Source of funding Public - National Ministry of Education

Courses Details

Educational level Professional (Tecnología en Gestión Agropecuaria; Tec. en Gestión Comercial y de Negocios; Tec. en Gestión de Instituciones y Programas de Desarrollo Social; Tec. en Gestión Industrial; Tec. en Gestión de Obras Civiles y Construcciones; Tec. en Zootecnia; Tec. en Gestión de Transportes; Tec. en Alimentos).

Eligibility Secondary school (to university entrance)

Subjects taught Agriculture; humanities; commercial and management studies; accountancy; administration; business administration; finance; marketing; personnel and industrial relations; public administration; curriculum development; open and distance learning; mathematics; computing, computer science; mathematical sciences; statistics; science and technology; biological sciences; applied biology; biological and life sciences; environmental studies; food microbiology; food industry operations; chemistry; food science and technology; physics; economics; psychology; sociology; social and community development.

Media & methods Printed correspondence texts prepared by/for UNISUR; audiovision; audio and video cassettes; face-to-face and telephone tutoring; regional services; study centres.

Special Features

Membership of International Council for Distance Education (ICDE)
Asociación Iberoamericana de Educación Abierta y a Distancia
Red Latinoamericana de Educación a Distancia (REDLAED)

16. Universidad Pontificia Bolivariana

Address Calle 52 Nº 40-88
Apartado Aéreo 1178
Medellín
COLOMBIA

Telephone	(+57 4) 2497218
Telex	65047
Fax	(+57 4) 2396683
Contacts	Lic. Gabriel Valencia Carrascal. Maracaibo Nº 40-65, Medellín, Tel. 2498957 Dr José Fernando Montoya O. - Academic Director Dr Bernardo Lopera Villa - Dean School of Education Dr Carlos Enrique Londoño Lic. Jorge Echevarría Carvajal

Distance education commenced: 1983

No. of staff	6 full-time 30 part-time
No. of students	261

Approx. No. enrolled annually: 78

No. who have completed programmes: 250

Annual Budget

Source of funding	Private - fees

Courses Details

Educational level	Degree (Licenciatura en Educación)
Eligibility	Secondary school (to university entrance)
Subjects taught	Humanities, history, philosophy, languages, literature and area studies, English and Spanish languages, linguistics, literature, education and teaching, curriculum development, educational policy and management, educational psychology, humanities education, language, reading and communication, mathematics education, open and distance learning, science education, mathematical sciences, statistics, physics, economics, geography, psychology, social sciences, sociology.
Media & methods	Existing textbooks used as a central teaching medium, collections of readings compiled by the University, audiovision, audio and video cassettes, face-to-face tutoring and counselling, weekend schools.

Special Features

Library provision — The University Library has a budget of 2,000,000. It has a small collection of books on distance education.

17. Universidad Mariana, Facultad de Educación a Distancia

Address — Calle 18 Nº 34-104
Pasto
Nariño
COLOMBIA

Telephone — (+57 27) 230873; 233616

Fax — (+57 27) 230874

Contacts — Hna Floralba Meneses Andrade,Dean, Faculty of Distance Education
Lic. Juan Diego Enriquez Lara, Director , Commerce and Accountancy
Lic. Octavio Calvache S., Director, Primary Education Degree Programme
Dr José Vicente Silva, Director, Gerontology Programme
Dr Roberto Garcia, Director, Research Centre
Dr Hugo A Guerrero, Director, Evaluation Centre
Hna Dilma Celim, Head of Publishing

Distance education commenced: August 1983

No. of staff — 30 full-time
180 part-time

No. of students — 2,173

Approx. No. enrolled annually: 748

Annual Budget

Source of funding — Public - Franciscan Sisters of Mary the Immaculate

Courses Details

Educational level — Degree (Licenciatura en Comercio y Contaduría; Lic. en Educación Primaria)
Programa de Gerontología - level not clear

Eligibility — Secondary school (to university entrance)

Subjects taught	Commercial and management studies; accountancy; administration; office studies; personnel and industrial relations; commercial, constitutional, labour and tax laws; education and teaching; curriculum development; educational policy and management; educational psychology; humanities education; language, reading and communication; mathematics education; microelectronics and computer education; open and distance learning; post-compulsory education; science education; youth and community education; social studies; careers guidance and counselling; psychology; social sciences; social work; sociology; biomedical, occupational, recreational, humanistic and research aspects of gerontology.
Media & methods	Printed correspondence texts prepared by/for the University, and by other institutions/organisations, existing textbooks used as a supplement to the printed correspondence texts; audiovision; audio and video cassettes; tv; telephone teaching; face-to-face and telephone tutoring and counselling; kits; practical work; regional services; study centres; weekend schools.

Special Features

Library provision	There is a small collection of materials on distance education

18. Universidad Surcolombiana

Address	Avenida Pastrana Borrero - Carrera 1a Neiva Huila COLOMBIA
Telephone	(+57 88) 7454-45
Fax	(+57 88) 7454-43
Contact	Alejo Esquivel Beltrán
Distance education commenced	4 April 1983
No. of staff	6 full-time 125 part-time

No. of students	2,150
No. who have completed programmes:	485

Annual Budget

Budget allocation	30,000,000 Colombian pesos
Source of funding	Public and private

Courses Details

Educational level	Degree (Licenciatura en Educación Básica Primaria) Professional (Tecnología Agropecuaria; Tec. en Gestión Bancaria y Financiera; Tec. en Administración Municipal)
Eligibility	Secondary school (to university entrance)
Subjects taught	Agricultural sciences; agriculture; surveying; photography, cinema and television; accountancy; administration; finance; personnel and industrial relations; public administration; curriculum development; educational policy and management; educational psychology; mathematics education; open and distance learning; mathematical sciences; statistics; biological sciences; environmental studies; economics; psychology; sociology.
Media & methods	Existing textbooks used as a central teaching medium; existing textbooks used as a supplement to printed correspondence texts; collections of readings compiled by the University; lectures; newspapers; periodicals; audiovision; audio and video cassettes; audiographics; face-to-face tutoring; tutoring via audio teleconferencing; face-to-face, telephone and radio-telephone counselling; kits; practical work; regional services; study centres; weekend schools.

Special Features

Membership of	Asociación Iberoamericana de Educación Superior a Distancia (AIESAD)

19. Universidad INCCA de Colombia (UNINCCA), Sistema de Educación a Distancia (SEAD)

Address	Carrera 13 Nº 24-15 Apartado Aéreo 14817 Bogotá COLOMBIA
Telephone	(+57 1) 2865200
Telex	42531 INCCA CO
Fax	(+57 1) 2824932
Date institution was established:	1955. A Centre for Distance Education will come into being 2nd Semester 1991
Aims and objectives	To enhance economic and social development, and the spiritual values of society. To make the education system more democratic.

Courses Details

Subjects to be taught	Pre-school education; philology and languages; chemistry; biology.
Media & methods	Printed instructional modules; module guides; guides to evaluation and self-evaluation; methodological guides; support texts; face-to-face tutoring and evaluation; study centres

20. Universidad Externado de Colombia, Facultad de Ciencias de la Educación

Address	Calle 12 Nº 1-17 Este Bogotá, D.E. COLOMBIA
Telephone	(+57 1) 2826066
Fax	(+57 1) 2843769
Contacts	Dra Maria Teresa Barco, Coordinator, Masters in Educational Administration and Supervision Dra Gloria Garcia, Coordinator, Specialist Teaching Programme - the Learning of Reading, Writing and Arithmetic Miryam L. Ochoa P.(Tel. 2826595)
Distance education commenced:	1986

No. of staff	3 full-time 12 part-time
No. of students	90
No. who have completed programmes:	180

Annual Budget

Source of funding	Private

Courses Details

Educational level	Postgraduate taught courses (Maestría en Administración y Supervisión Educativa; Especialización en Pedagogía para el Aprendizaje de la Lecto-Escritura y Aritmética)
Eligibility	Students must have a degree, a teacher's certificate and be working in an educational institution
Subjects taught	Educational administration and supervision; language reading and communication; mathematics teaching
Media & methods	Existing textbooks used as a central teaching medium; collections of readings compiled by the institution; study and reading guides; face-to-face tutoring; weekend schools

Special Features

Library provision	The library produces a monthly acquisitions list, and thematic bibliographies.

21. Escuela Superior de Administración Pública (ESAP), Departamento de Estudios Superiores

Address	Carrera 4a Nº 75 - 49 Bogotá COLOMBIA
Telephone	(+57 1) 2100659
Fax	(+57 1) 2100730

Contacts	Tatiana Rincón Covelli Dra Amparo Caraballo Dr Cesar Florez Dra Rocio Ferro

Distance education commenced: 1983

Aims and objectives	To train the human resources who will administer, implement and strengthen the process of political, economic and administrative decentralisation which is taking place within the country and the State.
No. of staff	30 full-time 55 part-time
No. of students	3,300

Approx. No. enrolled annually: 500

No. who have completed programmes: 1,400

Annual Budget

Budget allocation	80,000,000 Colombian pesos
Source of funding	Public

Courses Details

Educational level	Professional (Tecnologia en Administracion Municipal)
Eligibility	Secondary school (to university entrance)
Subjects taught	Humanities; history, commercial and management studies; accountancy, public administration, municipal and regional administration, mathematics, statistics, social studies; economics, sociology; administration of personnel, physical resources, budgets and planning
Media & methods	Printed correspondence texts prepared by the institution; existing textbooks used as a central teaching medium; collections of readings compiled by the institution; audiovision; radio; video cassettes; databases; face-to-face tutoring and counselling; telephone counselling, regional services; study centres; workshops on budgeting, planning and administrative rationalisation The programme requires 6 semesters to complete

Special Features

Library provision	The library has a small collection of materials on distance education. The Educational Resources Centre has some 121 videos, approximately 47 of which were produced by the School.
Forward plans	The School has put before ICFES a proposal to offer a degree in Regional and Urban Administration via distance education. This would require 10 semesters of study.
Membership of	Asociación Iberoamericana de Educación Superior a Distancia (AIESAD)

COSTA RICA

COUNTRY PROFILE

Population	2.85m (1988)
Area	51,100 sq km
Languages	Spanish
GDP per capita	US $ 2,235 (1988)

OVERVIEW

Higher education in Costa Rica dates from 1940. Although two other universities were established during the early 1970s, they were still not able to meet the demand for places. Therefore, in 1977 the Government decided to establish a distance teaching university, Universidad Estatal a Distancia - UNED (see institutional entry below). In addition to going some way towards alleviating the shortage of places in higher education, it was hoped that the University would fulfil two other functions. It should make higher education accessible both to those who could not take advantage of traditional courses, and to the agricultural and working population (Rumble, 1982).

The Universidad Internacional de las Américas does not offer courses by distance education. However, it is installing a television channel, which medium could possibly be used in the future to implement some programme of this nature (letter from UIA 11-3-91)

'In addition to its own programmes, UNED has, since 1980, been working in conjunction with the Ministry of Public Education on the development of course materials and the training of tutors for the Ministry's distance-teaching based secondary school programmes for the *bachillerato* certificate'. This is managed by the Ministry (Rumble, 1982, p.78).

RUMBLE, G. (1982) 'The Universidad Estatal a Distancia, Costa Rica', in RUMBLE, G. and HARRY, K. (eds) *The Distance Teaching Universities*, London, Croom Helm.

INSTITUTION INVOLVED IN DISTANCE TEACHING

Universidad Estatal a Distancia - UNED

Address	Apartado 474-2050 de Montes de Oca San José COSTA RICA
Telephone	(+506) 341909, 241689

Telex 3003 UNED C R

Fax (+506) 534990

Contacts José Joaquin Villegas Grijalba, Academic Vice-Rector
Raymundo Brenes Rosales
Jorge Delgado Fernández
Oscar Bonilla Bolaños
Fernando Elizondo Selis
Carlos Hernández Orozco
Walter Solano Gutiérrez

Date institution was established: 1978

No. of staff 457 full-time
418 part-time

No. of students 12,000

Approx. No. enrolled annually: 7,000

Annual Budget

Budget allocation 878,092,513 Costa Rican colons

Source of funding Central Government
Student fees

Courses Details

Educational level Undergraduate: Technical (T), Diploma (D), or Degree - Bachiller (B) or Licenciatura(L) available as follows:
Primary teaching (D, B, L)
Educational administration (B, L)
Administration of child social services (T, D, B)
Civic education (no level given)
Administration of health services (D, B, L)
Rehabilitation (D)
Universty studies (B)
Business administration (T)
Administration of cooperatives (D, B, L)
Agrarian administration (D, B, L)
Banking and financial administration (D, B, L)
Accountancy (D, B, L)
Organisational management (D, B, L)

Community Education
Extension Programmes - Environmental education

Eligibility	Secondary school (to university entrance)
Subjects taught	Agricultural sciences, agricultural engineering; arts and humanities; creative arts; philosophy; business English; linguistics; commercial and management studies; accountancy; business administration; finance; marketing; public administration; education and teaching; curriculum development; educational policy and management; educational psychology; humanities education; language, reading and communication; mathematics education; open and distance learning; science education; technology education; commercial, fiscal, agrarian and banking law; mathematics; computer sciences; mathematical sciences; statistics; medicine and health; public health and administration; science and technology; biological sciences; applied biology; environmental studies; engineering and technology; control engineering; manufacturing; physical sciences, chemistry; food science and technology; consumer sciences; social studies; economics; employment and manpower studies; geography; government and politics and international studies; psychology; social sciences; sociology; youth and community studies.
Media & methods	Printed correspondence texts prepared by/for UNED, and produced by other organisations/institutions; existing textbooks used as a central teaching medium; collections of readings compiled by UNED; audiovision, audio and video cassettes; telephone teaching, computer assisted learning (in its experimental phase); face-to-face and telephone tutoring; study centres.

Special Features

Library provision	There is a central library, 29 small study centre libraries, and an Institutional Documentation Centre. There is a budget of 6,000,000 colons available for the running of these. An acquisitions list, BIBLIOUNED, is published.
Forward plans	The Central Library hopes to offer a librananship course to Costa Rican and Central American public libraries.

Membership of	International Council for Distance Education (ICDE); Asociación Iberoamericana de Educación Superior a Distancia (AIESAD); CUIDES; RED REPLAD

ECUADOR

COUNTRY PROFILE

Population	10.2m (1988)
Area	270,670 sq km
Languages	Spanish (Quechua also spoken)
GDP per capita	US $ 1,477 (1988)

OVERVIEW

Distance education within Ecuador is in its institutionalisation and expansion phase, as one of the strategies being used to make opportunities for education and training available to adults within the field of continuing education (letter from the Ministry of Education and Culture 6-3-91).

Distance teaching in Ecuador is controlled by the Government and private institutions, but all with a curriculum approved by the Government. Primary and secondary education at a distance for those aged 6 to 15 years, who live in the provinces of Morona Santiago, Pastaza and Zamora Chinchipe, is provided by Educación Radiofónica Bicultural Shuar (see institutional entry below). Higher distance education is provided by Universidad Técnica Particular de Loja - Universidad Abierta, whose main objective is the professional training of teachers who are either unable to enter the traditional universities or work in rural areas far from the cities, and Escuela Politécnica del Ejército, Instituto de Educación a Distancia - INED (see institutional entries below). Education for adults is provided by Instituto Radiofónico Fe y Alegría - IRFEYAL (see institutional entry below), and Escuelas Radiofónicas Populares. These Popular Radiophonic Schools were created by the Catholic Church in 1962. Their main objectives were to provide literacy and post-literacy education for adults, and to offer short training courses for productive work in various areas. The main medium was radio (Trujillo, 1987). Adult education is also provided by Centro Regional de Comunicación Educativa para la Región Amazónica - CRECERA (see institutional entry below).

TRUJILLO, V. (1987) *The Distance Education Department of the Ministry of Education and Culture of Ecuador*, London, University of London, Institute of Education (DICE and IEC)

INSTITUTIONS INVOLVED IN DISTANCE TEACHING

1. Centro Regional de Comunicación Educativa para la Región Amazónica - CRECERA

This information was supplied by the Ministry of Education.

Address Calles Equinoccio y Queseras del Medio
(Procura Salesiana)
Quito
ECUADOR

Distance education commenced: 1986

Aims and objectives To offer educational opportunities to those adults who have been marginalised by, and have opted out of, the conventional educational system at the primary and secondary levels, by the use of technological self-instructional resources.

No. of students 10,000

Courses Details

Educational level Primary
Secondary - basic and diversified cycles

Subjects taught Diversified: forestry; basic electricity; arts and crafts; social studies (Bachillerato)

Media & methods Printed correspondence texts; radio; face-to-face tutoring

2. Escuela Politécnica del Ejército, Instituto de Educación a Distancia - INED

Address Sangolqui
Prov. de Pichincha
Quito
ECUADOR

Telephone (+593 2) 323790

Contacts Tcrl. (r) Ing. Eliecer Ordoñez Velasco, Director, INED
Ing. Ernesto Buenaño, Sub-Dean, Faculty of Commercial Engineering

Distance education commenced: 1988

Aims and objectives To offer opportunities to personnel in the armed forces, in the first place, and secondly to the public in general, to specialize at the higher educational level.

No. of staff	14 full-time 35 part-time
No. of students	500
Approx. No. enrolled annually:	300

Annual Budget

Budget allocation	US $ 160,000
Source of funding	Public - Government of Ecuador - Ministry of National Defence Private - students

Courses Details

Educational level	Diploma (technical English) Degree (Licenciatura en Administración de Empresas; Licenciatura en Ciencias de la Educación)
Eligibility	Secondary school (to university entrance)
Subjects taught	English, business administration; curriculum development; educational psychology;
Media & methods	Printed correspondence texts prepared by/for the institution; existing textbooks used as a central teaching medium; audio cassettes; face-to-face and telephone tutoring and counselling; study centres. The courses demand 320 hours of study per level, and there are ten levels, representing 200 weeks.

Special Features

Library provision	The library has a small collection of materials on distance education. It has a budget of US $ 10,000

3. Universidad Tecnica Particular de Loja, Universidad Abierta

Address	San Cayetano Loja ECUADOR
Telephone	(+593 4) 963158, 960375

Telex	4533 UNITEL ED
Fax	(+593 4) 963159

Distance education commenced: October 1976

No. of staff	45 full-time 106 part-time
No. of students	5,600

Approx. No. enrolled annually: 1,600

Annual Budget

Source of funding	Public, private and fees

Courses Details

Educational level	Degree (Licenciatura en Ciencias de la Educación) Within the degree it is possible to specialise in pedagogy; social sciences; language and literature; maths; physics; chemistry / biology; English; human and religious sciences.
Eligibility	Must have completed secondary education up to university entrance level; and/or have a teacher's certificate.
Subjects taught	English and Quechuan languages; Spanish linguistics; Spanish literature; pedagogy; psychology; educational technology; maths; statistics; algebra; combinatorial theory and probability; geometry; anatomy; biology; botany; zoology; physics; chemistry; economics; geography; sociology; world history; cosmography; cartography; history; philosophy; theology; mathematics and science education.
Media & methods	Printed correspondence texts prepared by/for the institution; existing textbooks used as a central teaching medium; collections of readings compiled by the institution; audio cassettes; face-to-face and telephone counselling; regional services; study centres.

Special Features

Library provision	Within the main library there is a small collection of materials concerned with distance education for use by the teaching staff.

4. Instituto Radiofónico Fe y Alegría (IRFEYAL)

Address	Calle Jeronimo Carrión 1288 y 1º de Agosto Casilla Postal 17-03-331 Quito ECUADOR
Telephone	(+593 2) 524918; 524919; 548093
Fax	(+593 2) 501158
Contacts	P. Pedro Niño S.I., Fax: (+593 2) 501158 Lca Susana Cordillo, Fax: (+593 2) 501158 Lca Rosa Campana, Fax: (+593 4) 285424 Lco Wilson Moreira, Fax: (+593 4) 285424 Lco Juan Carlos Boada, Fax: (+593 2) 501158 Lco Francisco Pazmiño, Fax: (+593 4) 285424

Distance education commenced: 1974

No. of staff	36 full-time 1,720 part-time
No. of students	14,250

Approx. No. enrolled annually: 4,500

No. who have completed programmes: 100,000

Annual Budget

Budget allocation	US $ 12,000,000
Source of funding	Public and private: Ministry of Education; international institutions; student fees.

Courses Details

Educational level	Pre-primary Primary (for adults) Secondary (for adults) Further education Diploma / certificate Continuing education Training Community education.
Eligibility	Minimum age 14. Depending on the level at which students wish to study there may be no pre-requisites, or the students will be required to have completed either primary or basic secondary education.

Subjects taught	Literacy; primary level education; secondary level education; priesthood; tailoring and dressmaking; electricity.
Media & methods	Printed correspondence texts prepared by the Institute; existing textbooks used as a supplement to the printed correspondence texts; collections of readings compiled by the Institute; radio (lessons Monday to Friday); face-to-face tutoring and counselling; kits; practical work; regional services; study centres; weekend schools; written material; tutorials each Saturday.

Special Features

Library provision	The Institute has a small library with a little material on distance education.
Membership of	Asociación Latinoamericana de Educación Radiofónica (ALER) Coordinadora de Radios del Ecuador (CORADE) Asociación de Comunicadores (ACCE) CEAL

5. Sistema de Educación Radiofónica Bicultural Shuar - SERBISH

Address	Sucua Provincia Morona Santiago Región Amazónica ECUADOR
Telephone	(+593 7) 740174
Contacts	Ignacio Bosco Atamaint' Najar, Director Miguel Puwainchir, President of the Federation of Shuar Centres Fabiola Samaniego Vizuete

Distance education commenced: 1972

Aims and objectives	To provide primary and secondary education for Shuar-speaking people
No. of staff	149 full-time 323 part-time
No. of students	Primary - 5,082 Secondary - basic cycle - 1,030 Secondary - diversified cycle - 169

Approx. No. enrolled annually: Primary - 1,066
Secondary - basic cycle - 485
Secondary - diversified cycle - 169

Annual Budget

Budget allocation	5,000,000 sucres per year from the National Government
Source of funding	Public: Ministry of Education and Cutlure Private: Misión Salesiana, and CEBEMO.

Courses Details

Educational level	Primary Secondary (for adults)- basic and diversified cycles Diploma/Certificate (Bachiller en Ciencias de la Educación; Técnico en Supervisión, Administración y Elaboración de Materiales Audiovisuales y Comunicación).
Eligibility	Dependent on level of study
Subjects taught	Primary: history; languages, literature and regional studies; Spanish and Shuar languages; language, reading and communication; mathematics; natural sciences; chemistry; geography; social sciences. Secondary: agriculture; history; humanities; Spanish, Shuar, Quechua and English languages; mathematics; natural sciences; chemistry; geography; social sciences; Shuar handicrafts.
Media & methods	Printed texts produced by SERBISH and by L.N.S., existing textbooks used as a central teaching medium; radio; face-to-face tutoring and counselling; kits; practical work; day schools; Shuar handicrafts; carpentry; dressmaking; agriculture; horticulture

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EL SALVADOR

COUNTRY PROFILE

Population	5.1m (1988)
Area	21,400 sq km
Languages	Spanish
GDP per capita	US $ 955 (1988)

OVERVIEW

El Salvador uses distance education for secondary level learning, but not for higher education (National Institute of Multimedia Education, 1989). It has an illiteracy rate which is in excess of 30% (Araujo e Oliveira and Rumble, 1990, p.39)

De Zapata (1990) indicates that a radio service, PEBA, exists which provides literacy and post-literacy teaching for children and adults via radio, printed texts and face-to-face tutoring.

An Instructional Television Project, which is now defunct, started operating in 1968. It was the result of the Ministry of Education's decision to use television as a way of reforming the secondary school curriculum. Financial help was received from USAID (U.S. Agency for International Development). The system consisted of telelessons, guides and workbooks. Some problems were caused by the fact that two different groups were simultaneously working in isolation from each other on two inter-related projects - the Ministry's curriculum reforms and the making of television programmes. In addition the teachers, whose jobs were being affected by these changes, were unhappy and eventually went on strike (Perraton, 1983, pp.61-62).

Unfortunately, no additional information has been received from El Salvador, therefore there are no institutional entries.

The following references form the main sources which have been consulted in preparing the above overview:

ARAUJO E OLIVEIRA, J.B. and RUMBLE, G. (1990) 'Distance education in Latin America: a review', *Open Learning*, vol. 6, no. 1, pp.30-41.

DE ZAPATA, A. (1990) 'Situación cultural de la República Dominicana y de América Latina', *Radio y Educación de Adultos*, no. 15, September - December, p.12 (insert on Simposio Internacional de Alfabetización Popular por Radio).

NATIONAL INSTITUTE OF MULTIMEDIA EDUCATION (1989) Unpublished survey of Ministries of Education worldwide re distance education provision carried out by the Japanese Institute

PERRATON, H (1983) *Secondary Education at a Distance*, Cambridge, International Extension College (IEC Broadsheets on Distance Learning No. 12)

FRENCH GUIANA

COUNTRY PROFILE

Population	93,540 (estimated, 1989)
Area	91,000 sq km
Languages	French (Creole widely spoken)

OVERVIEW

As far as is known, within French Guiana, Guadeloupe and Martinique, all distance education is provided by the Centre National d'Enseignement à Distance (CNED) whose headquarters are in Paris. CNED is a public body which operates under the auspices of the French Ministry of National Education. It has Centres in Grenoble, Lille, Lyon, Rennes, Rouen, Toulouse and Vanves, each of which is responsible for different courses, as follows:

Grenoble. Bac F; courses in electronics and electrotechnics; BTS in electronics, electrotechnics, computer science, hotel management, tourism, CIRA.

Lille: preparation for competitive exams for official posts (except recruiting exams for secondary teachers); law.

Lyon: further education (also available for beginners) in office practice, accountancy, insurance; BTS in commercial operation and international trade; preparation for entrance exams in paramedical schools; preparation for specific exams - tutors and counsellors in education.

Rennes: preparation for the Baccalauréat (enseignement général) for school pupils and adults; university degrees in biotechnology and immunology / haematology.

Rouen: secondary education (11 - 14 years).

Toulouse: elementary education for school pupils and adults; Bac F8, G1, G2, G3, and BTS biology; preparation for entrance exams to primary school teacher training colleges; spoken languages.

Vanves: office practice and technical packages; ten spoken languages (all levels); preparation for competitive exams for recruiting secondary teachers - CAPES, CAPET, BTS, Agrégations; various BTS - industrial and tertiary sectors.

Students are registered with the appropriate Centre. Completed work has to be returned to these Centres.

In addition to using printed materials, media such as audio and video cassettes, slides, floppy discs, television, videodiscs and CD-ROM are employed.

The following is the CNED regional centre in French Guiana:

Name	LP Voltaire
Address	Avenue Voltaire 97300 Cayenne FRENCH GUIANA
Telephone	(+594) 319294

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GUATEMALA

COUNTRY PROFILE

Population	8.7m (1988)
Area	108,890 sq km
Languages	Spanish (Quiché, Cakchiquel, Mam, Kekchi also spoken)
GDP per capita	US $ 1,502 (1988)

OVERVIEW

When the Universidad Francisco Marroquín was founded in 1971, the authorities foresaw the possibility of one day introducing an open and distance teaching element. In 1986 a team of professionals investigated what the demand for, and acceptability of, such a system might be both within the capital and throughout the rest of the country. The survey showed that for thousands of Guatemalan men and women an open distance teaching university would be their only means of obtaining university level higher education. Thus, the Instituto de Educación Abierta - IDEA - came into being in March 1987. It offers degrees (licenciatura) in business administration, economics, and public accountancy and audit. Because much of the literature on these subjects is published in English, students must have reached at least a mark of 500 in the TOEFL (Test of English as a Foreign Language) exam. IDEA offers a distance education English course so that students can prepare for that exam. The main teaching medium is the printed correspondence text. Tutoring is available face-to-face, or via telephone or letter. In those areas where there are sufficient students, a study centre is provided (Information supplied by UFM, 1987). It is not known whether IDEA is still in operation.

Murillo Ugalde (1987) cites the Universidad Andivar as offering distance education programmes (p.121), and indicates that the Universidad Estatal a Distancia (UNED), Costa Rica, as part of its efforts towards regional cooperation, has sold its services to the University (p.123).

The illiteracy rate in Guatemala is in excess of 30% (Araujo e Oliveira and Rumble, 1991, p.39). De Zapata (1990, p.12) indicates that there is a radio service in Guatemala, IGER (Instituto Guatemalteco de Educación Radiofónica), which provides literacy and post-literacy tuition for adults via radio, printed texts and face-to-face tutoring.

Unfortunately, no additional information has been received from Guatemala, therefore there are no institutional entries.

The following references form the main sources which have been consulted in preparing the above overview:

ARAUJO E OLIVEIRA, J.B. and RUMBLE, G. (1991) 'Distance education in Latin America: a review', *Open Learning*, vol. 6, no. 1, pp.30-41.

DE ZAPATA, A. (1990) 'Situación cultural de la República Dominicana y de la América Latina', *Radio y Educación de Adultos*, no. 15, p.12 (special insert on Simposio Internacional de Alfabetización Popular por Radio).

MURILLO UGALDE, O.M. (1987) 'Costa Rica: higher distance education in Costa Rica', in UNESCO *Higher Level Distance Education: perspectives for international cooperation and new developments in technology: proceedings of the Unesco International Consultation on Higher Level Distance Education, held at Deakin University, Victoria, Australia, 6-11 September, 1987*. Geelong, Deakin University.

GUYANA

COUNTRY PROFILE

Population	720,000 (1988)
Area	214,970 sq km
Languages	English
GDP per capita	US $ 995 (1988)

OVERVIEW

'For developing nations, one of the major constraints on industrialization is the lack of skilled scientific and technical manpower'. In recognition of the part which science at school level has to play in providing the input to higher education and training institutions, the Ministry of Education initiated the Emergrency Science Programme (ESP) in April 1977. Because the output of science teachers was very low, and many of those who were qualified tended to either emigrate or take up employment in industry, more than half of those teaching science were untrained. Therefore, ESP's remit was to provide a three year in-service distance training programme primarily for those who were resident in areas which were short of good science teachers. Successful completion of the Programme would lead to the award of the same trained teacher's certificate of the Ministry of Education which was accorded to graduates of other programmes. 'It was designed and developed by a course team, consisting of officers from the Ministry of Education, lecturers from the University of Guyana and practising teachers'. It covered such topics as the sciences, English, mathematics and geography, as well as educational theory and practice. The teaching elements incorporated into the Programme were correspondence texts, face-to-face tutorials, vacation courses, supervised teaching and work study. Continuous assessment and examinations were both used (Brohpy and Dalgety, 1980).

An investigation of the teaching performance of two groups of science teachers, one emerging from the ESP programme and the other from college in 1980, indicated that the distance-trained teachers were as good as the college-trained teachers at teaching science in Guyana (Brophy and Dudley, 1983).

The consultancy carried out by the Commonwealth of Learning (1989) also identified education and training as the keys to economic development. However, production and retention of trained people is difficult. Many educated people have emigrated, including teachers, which is said to have led to a decline in the quality of school education. In addition, an inadequate number of school leavers is qualified each year to enter university or college. Distance education could help to alleviate these problems. Both the Institute of Adult and Continuing Education of the University of Guyana and the Ministry of Education, particularly its National

Centre for Educational Resource Development (NCERD), have experience of distance teaching projects. The Hinterland Teacher Upgrading Programme, although not a truly distance education project, has been used to raise the level of unqualified hinterland teachers so that they can enter a formal teacher training course. The Teacher Upgrading Programme will offer a similar opportunity to teachers from other regions via distance methods. It was hoped that this programme would come into operation at the beginning of 1990. The Pre-University Programme in Mathematics and English was being designed to help those who are unable to satisfy University entrance requirements. Some educational broadcasting is also available. The Ministry of Education offers a five-minute programme for farmers each morning. The Schools Unit of the NCERD broadcasts for 30 minutes each morning via the Guyana Broadcasting Company, with a second programme in the evening addressed to teachers. In addition to the continuation of ongoing projects, it was suggested that other distance education initiatives should be undertaken, aimed at small business people, farmers and health service personnel.

Hatar (1987, pp. vii-viii) carried out a survey concerned with distance education, in which he asked the Guyanese what they would like to learn, at what time and through which medium. 'The results did not indicate great personal interest in distance education, though there was high support for distance education as a national good. Rural people and Amerindians indicated significant differences in subject selection as opposed to "urbanites" and other ethnic groups respectively. Non-formal education was preferred over formal, and there was also support for radio over newspapers, evening time for broadcasts, and for the Sunday newspaper over the daily.

A major interesting result was an apparent preference for areas of information relating to the immediate needs of the various demographic groups used in the analysis, which led to the suggestion that distance education has to be about expanding the education and information base of a society'.

Unfortunately, no additional information has been received from Guyana, therefore there are no institutional entries.

The following references form the main sources which have been consulted in preparing the above overview.

BROPHY, M. and DALGETY, F. (1980) 'Training science teachers in Guyana', *Teaching at a Distance*, no. 17, spring, pp.45-51.

BROPHY, M. and DUDLEY, B. (1983) 'Training teachers in the third world', *Teaching at a Distance*, no. 23, summer, pp.40-45.

COMMONWEALTH OF LEARNING (1989) *Distance Education in Guyana: report of a project indentification consultancy, September 1989*, Vancouver, Commonwealth of Learning (Consultant Report 3).

BEST COPY AVAILABLE

HATAR, A. (1987) *Distance Education for Developing Countries: an examination of learners' preferences in Guyana.* A dissertation presented to the Faculty of the College of Communication of Ohio University in partial fulfillment of the requirements for the degree Doctor of Philosophy. Athens, Ohio, Ohio University

HONDURAS

COUNTRY PROFILE

Population	4.8m (1988)
Area	112,088 sq km
Languages	Spanish
GDP per capita	US $ 851 (1987)

OVERVIEW

The following three institutions offer courses via distance education - Universidad Nacional Autónoma de Honduras - Sistema Universitario de Educación a Distancia - UNAH - SUED (see institutional entry below), Universidad Pedagógica Nacional - Departamento de Educación a Distancia - UPN, and AVANCE (see system description below, and institutional entry). Plans and programmes have already been formulated for the use of distance education in the field of adult education, starting in 1991, if the money can be found Discussions are also taking place re the introduction of distance education in 1992 at the secondary 'nivel medio' level (letter from the Ministry of Public Education 20-2-91).

Interactive-radio can be used to provide courses of study to young children. It is a simple, effective, inexpensive, and appealing way to give children access to instruction of high quality. The system was developed and refined by USAID (U.S. Agency for International Development). Normally donor agencies set up pilot interactive-radio services and small educational media agencies and then leave it to the host country either to sustain the production unit or simply keep the pilot series on the air However, in the case of Honduras, USAID and the Ministry of Education decided to experiment with institutionalization under the aegis of AVANCE (see institutional entry below) - a small Honduran private organization that had already been in existence for nearly two years, operating with USAID funding (Moses, Edgerton, Shaw, and Grubb, 1991).

The illiteracy rate is in excess of 30% (Araujo e Oliveira and Rumble, 1991, p.39). De Zapata (1990, p.12) indicates that a radio service, IHER, offers literacy and post-literacy tuition for adults via radio, printed texts and face-to-face tutoring.

Within Honduras the main obstacles to the implementation of distance education are: little confidence in or acceptance of the system; a lack of financial support; poor communication systems by telephone, radio, television, and fax; a lack of suitable texts and of staff qualified in distance education, and the difficulty of obtaining audiovisual equipment such as videos, computers, fax, satellite (National Institute of Multimedia Education, 1989).

The following references form the main sources which have been consulted in preparing the above overview:

ARAUJO E OLIVEIRA, J.B. and RUMBLE, G. (1991) 'Distance education in Latin America: a review', *Open Learning*, vol. 6, no. 1, pp.30-41.

DE ZAPATA, A. (1990) 'Situación cultural de la República Dominicana y de América Latina', *Radio y Educación de Adultos*, no. 15, p.12 (special insert on Simposio Internacional de Alfabetización Popular por Radio).

MOSES, K.D., EDGERTON, D., SHAW, W.E. and GRUBB, R. (1991) 'International case studies of distance learning', *The Annals of the American Academy of Political and Social Science* , vol. 514, pp. 58-64).

NATIONAL INSTITUTE OF MULTIMEDIA EDUCATION (1989). Unpublished survey of Ministries of Education worldwide re distance education provision carried out by the Japanese Institute.

INSTITUTIONS INVOLVED IN DISTANCE TEACHING

1. AVANCE

Address	Edificaciones del Río Colonia El Prado Frente Syre Apdo Postal 20-40 Tegucigalpa HONDURAS
Telephone	(+504) 334418; 335973
Fax	(+504) 334333

Date institution was established: 1986

No. of students	90,000 children

Annual Budget

Source of funding	Public, and from sale of products

Courses Details

Educational level	Primary
Courses taught	Number Families; Let's learn English
Media & methods	Printed correspondence texts prepared by the institution, audio cassettes, audiovision; radio; satellite radio; face-to-face teaching. Courses last 250 hours.

2. Universidad Nacional Autónoma de Honduras, Sistema Universitario de Educación a Distancia (UNAH - SUED)

This information was taken from the following publication: Universidad Nacional Autónoma de Honduras, Dirección de Planificación Universitaria (1989) *Cronología: sistema universitario de educación a distancia 1981 - 1989*, Tegucigalpa, UNAH.

Address	Tegucigalpa D.C. HONDURAS
Distance education commenced:	1985
Aims and objectives	To make higher education more democratic; To collaboate in the development of the country by educating the necessary human resources; To make better use of UNAH's resources in order to benefit a greater proportion of the population.
No. of students	1354 (1989)

Courses Details

Educational level	Undergraduate: (Bachillerato Universitario en Administración Agropecuaria; B. U. en Pedagogía y Ciencias de la Educación; Licenciatura en Enfermería)
Courses taught	Farm administration; teaching and educational sciences; nursing.
Media & methods	Printed correspondence texts; audiovision; audiographics; face-to-face tutoring and counselling; study centres.

Special Features

Forward plans	To offer: postgraduate studies at a distance; professional updating for University staff; in-service education for secondary teachers.

MEXICO

COUNTRY PROFILE

Population	82.7m (1988)
Area	1,958,201 sq km
Languages	Spanish
GDP per capita	US $ 2,588 (1988)

OVERVIEW

At the beginning of the 1970s it became obvious that there was a growing and accelerating demand for education at all levels with which the available resources were not equipped to deal. In view of this, over the years many institutions introduced open learning systems. In 1972 the Universidad Nacional Autónoma de México, UNAM, created its Sistema Universidad Abierta, SUA, (see institutional entry below). SUA's aim was to extend university education to large sectors of the population (Consejo Coordinador de Sistemas Abiertos de Educación Superior, 1985).

Other distance education providers are the Instituto Tecnológico y de Estudios Superiores de Monterrey (ITESM), which offers degree and associate student programmes, and the Instituto Latinoamericano para la Comunicación Educativa (ILCE) which is hoping to start offering its Masters in Educational Technology via this mode from summer 1991 (personal communication from Fabio Chacón, 27-6-91).

A scarcity or lack of secondary schools in rural areas led to the establishment of Telesecundaria in the 1960s. It uses television and print as its main teaching media. Local communities set up 'teleaulas', television teaching schools. Ex-primary school teachers coordinate the classes, but direct instruction is provided via the television broadcasts. In this way education is being provided to thousands of school children who would otherwise either not have obtained a secondary education or have migrated to urban areas (Perraton, 1983, pp.29, 38-39). Araujo e Oliveira and Rumble (1991, pp.35, 37) cite evidence that with the Telesecundaria the success rate is higher, at 86%, than in the traditional secondary schools (79%). In 1987, enrollment stood at 408,000.

In addition to its degree in philosophy (by distance learning) the 'Univerisdad del Valle de Atemajac' (see institutional entry below) has a project under way at the moment called 'UNADIS' which is involved with the setting up of a distance teaching university (UNiversidad A DIStancia). It is hoped that this will come into existence during the second half of 1992. The names of some of those involved in the project can be found in the entry for the University.

The following references form the main sources which have been consulted in preparing the above overview:

ARAUJO E OLIVEIRA, J.B. and RUMBLE, G. (1991) 'Distance education in Latin America: a review', *Open Learning*, vol. 6, no. 1, pp.30-41.

CONSEJO COORDINADOR DE SISTEMAS ABIERTOS DE EDUCACION SUPERIOR (1985) 'Los sistemas abiertos de educación superior en México', *Boletín Informativo*, vol. 2, no. 9, pp.27-32.

PERRATON, H. (1983) *Secondary Education at a Distance*, Cambridge, International Extension College (IEC Broadsheets on Distance Learning no.12).

INSTITUTIONS INVOLVED IN DISTANCE TEACHING

1. Instituto Maurer

Address Luis Moya 5
06057 Mexico, D.F.
MEXICO

Telephone (+52 5) 5218867

Fax (+52 5) 5183913

Contacts Carlos Maurer
Esperanza Elizalde

Date institution was established: 1954

No. of staff 12 full-time
23 part-time

No. of students 14,000

Approx. No. enrolled annually: 6,000

No. who have completed programmes: 25,000

Annual Budget

Source of funding Private

Courses Details

Educational level Further Education

Courses taught	Agriculture; BASIC and microcomputing; beauty and cosmetics; bricklaying; construction; decorating; art of conversation and social intercourse; self-development; memory and concentration; private detection; drawing and oil painting; humorous drawing; general technical drawing; general accounting; orthography; the art of writing; typing; electrical installation; technical electrician; electronics and microelectronics; solar energy; dressmaking; dress design; plumbing; fruit growing; stock rearing; horticulture; flower growing and gardening; photography; English; car mechanics; car electrics; diesel motor mechanics; music; guitar playing; basic psychology.
Media & methods	Printed correspondence texts produced by other organisations/institutions

Special Features

Membership of	International Council for Distance Education (ICDE) Consejo Nacional de Enseñanza Abierta

2. Hemphill Schools

Address	Apartado Postal Nº 61 - 179 06600 Mexico, D. F. MEXICO

Annual Budget

Source of funding	Private Commercial Institution

Courses Details

Educational level	Upper Secondary Basic Professional Training
Courses taught	Radio, TV and VCR repair; English as a second language; accountancy; car mechanics; air conditioning and refrigeration; photography; computing and BASIC programming.
Media & methods	Printed correspondence materials, no face-to-face contact; exams - multiple choice questions.

3. Universidad de Monterrey, Programa de Investigación y Desarrollo Educativo

Address	Avenida Ignacio Morones Prieto Nº 4500 PTE San Pedro Garza Garcia Nuevo Leon MEXICO
Telephone	(+52 83) 384270
Fax	(+52 83) 385619
Contact	Dr Manuel A. Sepulveda Stuardo, Coordinator, Research and Educational Development Programme

Distance education commenced: 1984

No. of staff	10 part-time
No. of students	28

No. who have completed programmes: 20

Annual Budget

Source of funding	Public - OEA - Organización de Estados Americanos

Courses Details

Educational level	Taught Masters (Maestria en Educación - con mención de educación de adultos)
Eligibility	Must already have a degree and two years experience of adult education
Subjects taught	Education and teaching; curriculum development as applied to adult education programmes; educational policy and management; educational planning and administration; educational psychology; adult education teaching methodology; educational research; educational technology; educational evaluation; analysis of the education and training of human resources
Media & methods	Collections of readings compiled by the institution; audio and video cassettes; video and television via satellite; face-to-face and telephone tutoring; tutoring via video teleconferencing and via satellite; practical work; combination of on-campus and distance academic work periods

Special Features

Library provision	The library has a substantial collection of books and periodicals on the subject of education in general. Both students and staff can use the reference and loan services. Twice a year *El Boletín de Investigación Educativa* is published.
Forward plans	It is hoped to offer this course throughout Latin America from 1992.

4. Universidad del Valle de Atemajac

Address	Rincón de los Ahuehuetes Nº 1988 Colonia Ciudad del Sol C. P. 45050 Guadalajara Jalisco MEXICO
Telephone	(+52 36) 223434
Fax	(+52 36) 473748
Contacts	Lic. Jesus Suarez Gonzalez, Director, Social Sciences and Humanities Dr Gabriel Sanchez de Aparicio y Benitez, Director, Project UNADIS Lic. Carmen Aida Aguilera Ayala, UNADIS Lic. Ma. del Pilar Perez Chavira, UNADIS Lic. Sergio Diaz Orozco, UNIADIS
No. of staff	4 full-time 2 part-time
No. of students	250

Approx. No. enrolled annually: 30

No. who have completed programmes: 500

Annual Budget

Budget allocation	150,000,000 Mexican pesos
Source of funding	Private

Courses Details

Educational level	Degree (Licenciatura en Filosofía) In-service teacher education
Eligibility	Applicants must be at least 22 years of age, and have completed secondary schooling (to university entrance).
Subjects taught	Philosophy
Media & methods	Printed correspondence texts prepared by/for the institution; existing textbooks used as a central teaching medium; existing textbooks used to supplement printed correspondence texts; face-to-face and telephone tutoring and counselling

Special Features

Membership of	International Council for Distance Education (ICDE) Consorcio - Red de Educación a Distancia (CREAD)

5. Universidad Nacional Autónoma de México, Sistema Universidad Abierta

Address	Ciudad Universitaria 04510 México D.F. Mexico
Telephone	(+52 5) 548-81-88; 550-52-15
Telex	UNA - 1774523-UNAMME
Contact	Dr Rodolfo Herrero Ricaño

Date institution was established: SUA created 1972

No. of staff	48 full-time 268 part-time
No. of students	8,624 (1989)

Approx. No. enrolled annually: 1,042

Annual Budget

Source of funding	Federal Government

Courses Details

Educational level	Degree: law; philosophy; history; Spanish language and literature; English language and literature; pedagogy; geography; economics; accountancy; management; public administration; communication sciences; political and social sciences; international relations; sociology; dentistry; psychology Postgraduate: veterinary and animal sciences Diploma/certificate: nursing
Eligibility	Degree: Preparatory, plus university entrance exam Postgraduate: Degree Diploma/certificate: Secondary school Students must live in Mexico City.
Subjects taught	Agricultural sciences; veterinary sciences; arts and humanities; communication and media studies; fine art; art history; photography; film and television; humanities; contemporary and cultural studies; history; philosophy; languages (English, French); Linguistics (Spanish); literature (modern English literature; Spanish literature); commercial and management studies; accountancy; administration; business administration; finance; marketing; personnel and industrial relations; public administration; education and teaching; curriculum development; educational policy and management; educational psychology; humanities education; language, reading and communication; law (Mexican); mathematics; mathematical sciences; statistics; medicine and health; health studies; nursing; dentistry; social studies; economics; employment and manpower studies; geography; government and politics and international studies; psychology; social sciences; sociology
Media & methods	Printed self-instructional texts; audio and video cassettes; audiovision; face-to-face tutoring and counselling; day and weekend schools. Although self-instructional materials are used, there is also a very strong element of face-to-face individual and group work.

Special Features

Membership of	Asociación Iberoamericana de Educación Superior a Distancia (AIESAD)

6. Universidad Pedagógica Nacional, Sistema de Educación a Distancia (SEAD)

Address	Carretera Al Ajusco Nº 24 Col. Héroes de Padierna Delegación Tlalpan 14200 México D.F. Mexico
Telephone	(+52 5) 6523399 extn 1146/1198
Fax	(+52 5) 5684394
Contacts	Mtro Rodolfo Fernández López Profra Ma. Teresa Yuren Camarena, Director of Teaching, Tel. 568 95 53, Fax 568 95 53

Distance education commenced: 1979

No. of staff	200 full-time 630 part-time
No. of students	12,000

Approx. No. enrolled annually: 2,700

No. who have completed programmes: 20,037

Annual Budget

Source of funding	Public - Education Secretariat

Courses Details

Educational level	Degree (Licenciatura en Educación Básica)
Eligibility	Must hold a teacher's certificate and be a serving teacher
Subjects taught	Humanities; history; philosophy; education and teaching; educational policy and management; educational psychology; pedagogy; learning; evaluation criteria; mathematical sciences; statistics; social studies; psychology; social sciences; documentary research; research methodology; history of ideas.
Media & methods	Printed correspondence texts prepared by/for the University; collections of readings compiled by the university; student manuals; formative evaluation; face-to-face and telephone tutoring and counselling; regional services; study centres; weekend schools.

Special Features

Library provision	Distance education is one of the subjects covered within the Central Library's substantial collection on the educational sciences.
Additional courses	There is a pre-school education degree course (Licenciatura en Educación Preescolar) which is offered partly at a distance and partly face-to-face.

NICARAGUA

COUNTRY PROFILE

Population	3.62m (1988)
Area	147,950 sq km
Languages	Spanish (Miskito and English also spoken)
GDP per capita	US $ 819 (1988)

OVERVIEW

A programme in mathematics teaching by radio, the Radio Mathematics Project, was run by the pre-revolutionary government and USAID from 1974 to 1979. The aim was to raise the quality of teaching in primary schools. Mathematics lessons lasted one hour per day - half hour radio broadcast, half hour follow-up exercises. For the most part initial teaching was provided via the radio. Children were expected to respond out loud to the broadcasts, which were also used by students outside school (Perraton, 1983, pp.47-50).

Unfortunately, in the absence of any additional information from Nicaragua, there are no institutional entries.

PERRATON, H. (1983) *Secondary Education at a Distance*, Cambridge, International Extension College (IEC Broadsheets on Distance Learning No 12).

PANAMA

COUNTRY PROFILE

Population	2.32m (1988)
Area	77,082 sq km
Languages	Spanish
GDP per capita	US $ 2,229 (1988)

OVERVIEW

Two of the Panamanian institutions which provide distance education are - the Universidad Interamericana de Educación a Distancia - UNIEDPA (see institutional entry below), and the radio school CEPAS (letter from the Ministry of Education 21-3-91).

Murillo Ugalde (1987, p.121) cites a teacher training programme - CICAPED

The Escuela de Padres ECCA is said to have undergone a revitalization under the direction of Quico Alvarenga SJ. He has reorganised its activities and is about to undertake a new edition and recording of its courses (Noticias ECCA, 1990, p.28).

The following references form the main sources which have been consulted in preparing the above overview:

MURILLO UGALDE, O.M. (1987) 'Costa Rica: higher distance education in Costa Rica' in UNESCO *Higher Level Distance Education: perspectives for international cooperation and new developments in technology: proceedings of the Unesco International Consultation on Higher Level Distance Education, held at Deakin University, Victoria, Australia, 6-11 September 1987*, Geelong, Deakin University.

'Noticias ECCA: nuevas Escuelas de Padres ECCA en Peru y Panamá', *Radio y Educación de Adultos*, no. 15, p.28.

INSTITUTION INVOLVED IN DISTANCE TEACHING

Universidad Interamericana de Educación a Distancia de Panamá

This information was supplied by the Ministry of Education

Address

Urbanización Obarrio
Calle 57 y Abel Bravo
Edificio Tolima
PANAMA

Telephone	(+50 7) 64-4633; 64-4655
Aims and objectives	The University works on the andragogical principle that adults have the right to satisfy their educational needs and to exercise their right to lifelong education.

Courses Details

Educational level	Degree (Licenciatura en Ciencias de la Educación; Lic. en Ciencias Administrativas y Contables; Lic. en Administración Secretarial) Post-graduate (Post-Grado en Docencia Universitaria; P.-G. en Planificación y Administración de la Educación Universitaria)
Courses taught	Degree: educational sciences; administrative and accounting sciences; secretarial administration Post-graduate: university teaching; planning and administration of university education.

Special Features

Forward plans	From the 6 April 1990 it was hoping to begin a programme for Doctors of Andragogy. This will be a mixed mode course with the first two phases requiring the presence of the student at the institution, and the third phase being based on independent study

PERU

COUNTRY PROFILE

Population	21.3m (1988)
Area	1,285,216 sq km
Languages	Spanish (Quechua, Aymara also spoken)
GDP per capita	US $ 1,503 (1988)

OVERVIEW

The Canadian International Development Agency (CIDA) has funded project CRAM which links McGill University, the Pontificia Universidad Católica (PUC - see institutional entry below) and the Instituto Superior Tecnológico y Pedagógico (ISTEP). The aim of the project is to implement a programme for training teachers in the rural communities of the Andean region. McGill's role is to provide the technical expertise to enable distance education materials for training these teachers to be developed, and to support PUC's efforts to develop a graduate programme in distance education. The distance education modules are produced by PUC's Centro de Teleducación (CETUC) using inputs from ISTEP personnel. In addition to these distance education modules, face-to-face contact and residential courses are provided by ISTEP (Wolforth, 1990). The teachers eligible for this course are those who have been teaching at primary level for more than one year but who do not have a teaching certificate. Their mother tongue must be Quechua, and their second language Spanish. The course lasts for 6 years in order to equate with other teacher training courses (Saco de Cueto, 1990a). The courses, for each of the six years, are divided into three cycles. The first cycle is face-to-face and the second and third are at a distance. The programme started being presented for the first time in 1989. It is hoped that by improving teacher performance the education offered to children in rural areas will improve, and become more relevant, as a bilingual intercultural approach is adopted (Saco de Ceuto, 1990b).

There are other teacher improvement courses available. The Instituto Nacional de Investigación y Desarrollo de la Educación (INIDE) launched its first correspondence course for teachers, on primary education, in 1972. A year later came its Principles of Educational Administration. In collaboration with the Instituto Nacional de Teleducación (INTE), INIDE produces many educational radio programmes and correspondence texts aimed at teacher self-improvement at all levels. The Universidad Nacional de San Marcos offers certificate courses in mathematical analysis, biology, physics, scientific thought, chemistry and mathematics education (Flores Guerrero, 1989, pp.109-110). The University is also hoping to offer a mixed mode short course for university teachers in the theory and practice of distance education. The face-to-face portion lasts 4 weeks and the distance part 2 months. Successful completion of the course will lead to the award of a diploma (Marrou de Reategui, 1987). The Sociedad Peruana de

Matemática will make use of the PROCIENCIA (see Argentina - Overview) mathematics course to provide updating courses for Peruvian teachers (Varela, 1990, p.96).

The Universidad Nacional Federico Villarreal is hoping to run an experimental distance education programme - PREMED - which would make university level education accessible nationally to those qualified to study at that level. Its initial offering will be in the areas of the administrative sciences, education, cooperativism, finance and accountancy, and economics. They will all be offered at 'Bachillerato' and 'Licenciatura' levels, but it is hoped to offer them at masters level in the future. The main teaching medium will be printed correspondence texts. Additional support will be available through radio broadcasts and audio cassettes, tutorials - either face-to-face or by mail, and local centres with basic library provision (Comisión Central de la Modalidad de Educación a Distancia, 1989).

Rumble (1985, p.253) cites several distance education projects which were being planned in 1984:

- the creation of a private distance teaching university
- a course on educational technology for in-service teachers proposed by the staff of the Education Programme at the Universidad Nacional de Trujillo
- a professional training course in librarianship, proposed by the Central Library of the Universidad Católica
- a professionalisation course for in-service teachers who lack the requisite level of training, proposed by the Instituto Pedagógico Nacional
- in-service refresher courses for doctors working outside Lima, proposed by the Colegio Médico del Perú.

In 1981 USAID initiated the Rural Satellite Programme which concentrates on interactive narrow-band communication as an instrument for rural economic development. ENTEL - Peru carried out a project linking three low-density Earth stations and four VHF sites into the national telephone network via INTELSAT. A public telephone service and audio-conferencing were provided at each site. Health care, education and agricultural personnel working with the communities within the project zone used the teleconferencing system for in-service training (Stahmer, 1987, p.50). Very little print materials are provided for the training sessions (Stahmer and Lopianowski, 1987).

The following references form the main sources which have been consulted in preparing the above overview.

COMISION CENTRAL DE LA MODALIDAD DE EDUCACION A DISTANCIA (1989) 'Programa experimental modalidad de educación a distancia (PREMED)' *Revista Iberoamericana de Educación Superior a Distancia*, vol. 1, no. 2, pp.55-64.

FLORES GUERRERO, P. (1989) 'La educación en el mundo: el sistema educativo en Perú', *Boletín Informativo del INBAD*, no. 1, March, pp.103-113.

MARROU DE REATEGUI, A. (1987) 'Programa de capacitación básica en educación a distancia para docentes universitarios', *Boletín Informativo*, vol. 4, no. 17, pp.11-13.

BEST COPY AVAILABLE

RUMBLE, G. (1985) 'Distance education in Latin America: models for the 80s', *Distance Education*, vol.6, no. 2, pp.248-255.

SACO DE CUETO, R.M. (1990a) 'El sistema de educación a distancia: caracterización, estructura y desarrollo'. Paper submitted to the 15th ICDE World Conference, 4-10 November 1990, Caracas, Venezuela.

SACO DE CUETO, R.M. (1990b) 'Formación a distancia de maestros: planteamientos de una experiencia inter-cultural bilingüe en el ande peruano', in ORSUCCI DE MURGI, G. and JOSEPH, A.H. *Educación a Distancia en América Latina.* Documentos presentados al Encuentro Latinoamericano de Educación a Distancia ENCO 89, 15-19 May 1989, La Cumbre, Córdoba, República Argentina. Buenos Aires, Ministerio de Educación y Justicia, Dirección Nacional de Información, Difusión, Estadística y Tecnología Educativa, Departamento Ediciones de Educación.

STAHMER, A. (1987) 'Rural satellite services: getting the mixture right', *Media in Education and Development*, vol. 20, no. 2, pp.49-52.

STAHMER, A. and LOPIANOWSKI, N.M. (1987) *Satellite services and education: where do hopes and reality meet?.* Paper presented to CIDA-AMIC Seminar on Training Needs in the Use of Media for Distance Education in Asia, 8-11 June 1987, Singapore. Toronto, Ryerson International Development Centre. Paper bears heading 'The Canadian Satellite User Conference 1987'.

VARELA, L. (1990) 'Necesidades de intercambio de tecnología en educación a distancia en paises iberoparlantes, in ORSUCCI DE MURGI, G. and JOSEPH, A.H. *Educación a Distancia en América Latina.* Documentos presentados al Encuentro Latinoamericano de Educación a Distancia ENCO 89, 15-19 May 1989, La Cumbre, Córdoba, República Argentina. Buenos Aires, Ministerio de Educación y Justicia, Dirección Nacional de Información, Difusión, Estadística y Tecnología Educativa, Departamento Ediciones de Educación.

WOLFORTH, J. (1990) 'Administración de problemas e información' Paper submitted to the 15th ICDE World Conference, 4-10 November 1990, Caracas, Venezuela.

INSTITUTION INVOLVED IN DISTANCE TEACHING

Pontificia Universidad Católica del Perú, Centro de Investigaciones y Servicios Educativos (CISE)

Address Lima
PERU

Contact Profesora Rosa María Saco de Cueto

Distance education commenced: 1989

Aims and objectives

To provide education for teachers who deal with the more deprived sectors of society.

Research

Projects

Since 1989 CISE has been carrying out a project to help serving primary rural teachers via distance education.
It is about to undertake two other distance education projects: teachers of initial education; teachers in teaching institutes.

Special Features

Membership of

International Council for Distance Education (ICDE)
Red Latinoamericana de Cooperación en Educación a Distancia (REDLAED)

URUGUAY

COUNTRY PROFILE

Population	3.06m (1987)
Area	176,215 sq km
Languages	Spanish
GDP per capita	US $ 2,989 (1988)

OVERVIEW

The Faculty of Humanities and Sciences of the Universidad de la República is making use of the PROCIENCIA courses (see Argentina: overview) which provide in-service education for secondary science teachers (Varela, 1990, p.96).

Poggi (1985) reports on the idea of a project, under the auspices of the Primary Education Council (Consejo de Educación Primaria) to offer, on a national level, distance education to secondary school students in rural areas. There are no secondary or technical schools in the rural areas, which means that students have to travel a long way to attend school. This, and the exigencies of rural life, lead to non-attendance. However, there is a need to educate these youngsters so that they can help to improve production methods and stop the exodus to urban areas. Distance education is seen as the best way of achieving this. It is envisaged that media such as printed texts, radio, face-to-face tutoring and video would be used.

Complementary teaching is offered by ECCA via radio, printed texts and face-to-face tutoring (De Zapata, 1990, p.12). ECCA courses were offered by the Departamento de Educación a Distancia of the Universidad Católica de Uruguay during 1989-90. One course, which was offered for the first time, dealt with commercial techniques and was a collaborative venture between ECCA and the University's Business Studies Department. Some 2,000 people took the complete range of distance courses (Noticias ECCA, 1991, p.34).

Unfortunately, in the absence of any additional information from Uruguay, there are no institutional entries.

The following references form the main sources which have been consulted in preparing the above overview:

DE ZAPATA, A. (1990) 'Situación cultural de la República Dominicana y de América Latina', *Radio y Educación de Adultos*, no. 15, p.12 (special insert on Simposio Internacional de Alfabetización Popular por Radio).

'Noticias ECCA: cursos de ECCA en la Universidad Católica de Uruguay (1991) *Radio y Educación de Adultos*, no. 16, p.34.

POGGI, R. (1985) 'Diseño de materiales para una modalidad de educación postescolar rural a distancia a nivel nacional', *Boletín Informativo*, 1985, vol. 2, no. 9, pp.5-14.

VARELA, L. (1990) 'Necesidades de intercambio de tecnología en educación a distancia en paises iberoparlantes' in ORSUCCI DE MURGI, G. and JOSEPH, A.H. (eds) *Educación a Distancia en América Latina.* Documentos presentados al Encuentro Latinoamericano de Educación a Distancia ENCO/89, 15 al 19 de Mayo de 1989. Buenos Aires, Ministerio de Educación y Justicia, Dirección Nacional de Información, Difusión, Estadística y Tecnología Educativa, Departamento Ediciones de Educación.

VENEZUELA

COUNTRY PROFILE

Population	18.8m (estimated, 1988)
Area	916,490 sq km
Languages	Spanish
GDP per capita	US $ 4,544 (1988)

OVERVIEW

Venezuela has been offering distance higher education programmes through two different models since 1975. One model is represented by the conventional universities which offer small scale programmes called Estudios Universitarios Supervisados (supervised university study). The other is the large scale offering of the completely distance teaching Universidad Nacional Abierta, UNA (see institutional entry below). Distance education was introduced because of the scarcity of study opportunities for adults, and the spectacular growth of social demand for higher education. Estudios Universitarios Supervisados (EUS) were offered by Universidad Central de Venezuela (to train pedagogues), Universidad de Zulia (general studies), Universidad Simon Rodriguez (to train pedagogues and educational administrators). The student population of EUS programmes has tended to be small, and the quality of the programmes has tended to be unsatisfactory, particularly with regard to the instructional materials. UNA was founded in 1977, after a spectacular rise in oil revenue in 1974 had made it possible for the new national government to implement laws to produce important social and educational reforms (Casas-Armengol, 1987).

A centre for excellence in distance education is now being set up at UNA. The Univeristy has compiled and disseminated information on university-level distance education, has organised conferences, and has participated in research programmes (Araujo e Oliveira and Rumble, 1991, p.32).

Other distance education providers are Instituto Pedagógico Siso Martinez, and Instituto Profesional del Magisterio, both of which offer teacher training, Instituto Nacional de Cooperación Educativa (INCE), which is concerned with vocational education, and the Educational Technology Division of the Ministry of Education, through which the secondary school leaving certificate, the bachillerato, can be obtained. A literacy programme, ACUDE, is sponsored by private foundations, and is based on the use of print, audio cassettes and flash cards (personal communication from Fabio J. Chacón 27-6-91).

The Instituto de Mejoramiento de Profesores offers correspondence courses to allow unqualified practising teachers to obtain the teacher's certificate (British Council, 1987, p.659).

CEDEA (Centro Experimental de Educación a Distancia y Acreditación del Aprendizaje por Experiencia de los Adultos) offers primary, secondary and community education courses at a distance, as well as accreditation of prior learning experience (CEDEA leaflet).

The following references form the main sources which have been consulted in preparing the above overview:

ARAUJO E OLIVEIRA, J.B. and RUMBLE, G. (1991) 'Distance education in Latin America: a review', *Open Learning*, vol. 6, no. 1, pp.30-41.

BRITISH COUNCIL (2nd edn, 1987) *International Guide to Qualifications in Education*, London, Mansell.

CASAS-ARMENGOL, M. (1987) 'Venezuela: recent developments of distance education in Venezuela', in UNESCO *Higher Level Distance Education: perspectives for international cooperation and new developments in technology: proceedings of the Unesco International Consultation on Higher Level Distance Educatiom, held at Deakin University, Victoria, Australia, 6-11 September 1987*, Geelong, Deakin University.

INSTITUTIONS INVOLVED IN DISTANCE TEACHING

1. Instituto Radiofónico Fe y Alegría (IRFA)

Address Avenida Intercomunal el Valle
Urb. La Rinconada
Colegio Fe y Alegría la Rinconada
1020-A Caracas
VENEZUELA

Telephone (+58 2) 6814717

Fax (+58 2) 6825556

Contacts Prof. Ivan Lemus
Prof. Anibal Carrasquel
Prof. Rafael Angulo
Prof. Hercilia Nuñez de Mendoza

Distance education commenced: 1976

No. of staff 60 full-time
180 part-time

No. of students 5,800

Approx. No. enrolled annually: 1,600

No. who have completed programmes: 11,700

Annual Budget

Source of funding Public and private

Courses Details

Educational level
Primary (for adults)
Secondary (for adults)
Diploma / Certificate

Eligibility Minimum age 15; exam to assess educational level which student has reached.

Subjects taught Conservation and restoration; contemporary and cultural studies; humanities; English language and commercial English; national and international literature; accountancy; language, reading and communication; youth and community education; mathematical sciences; health studies; biological sciences; environmental studies; chemistry; physics; geography; social sciences; history; tailoring and dressmaking.

Media & methods Printed correspondence texts prepared by/for the Institute; existing textbooks used as a supplement to the printed correspondence texts; collections of readings compiled by the Institute; radio; face-to-face tutoring and counselling; practical work; weekend schools.

Special Features

Membership of
Radio Ecca
Asociación Latinoamericana de Educación Radiofónica (ALER)
UNDA-AL

2. Universidad Nacional Abierta (UNA)

Address
Apartado Nº 2096
Caracas 1010
VENEZUELA

Telephone (+58 2) 574 1322

Date institution was established: 1977

Aims and objectives

To train professionals in areas which are priorities for national development
To offer educational opportunities to those who have been unable to attend traditional higher education institutions

Courses Details

Educational level

Degree (Licenciatura en Educación Integral - mención lengua, o ciencias sociales; Lic. en Educación - mención dificultades de aprendizaje, o preescolar, o matemática; Lic. en Matemática - mención analisis numérico, o probabilidad y estadística; Lic. en Contaduría Pública; Lic. en Administración - mención de empresas, o riesgos y seguros; Ingeniería de Sistemas; Ingeniería Industrial).

Eligibility

Must have completed secondary education to university entrance.
Must be resident in Venezuela.
There is a compulsory Introductory Course which students must pass before starting their degree course.

Subjects taught

Mathematics; statistics; inferential statistics; computing; probability; probability theory; operational research; data processing; decision theory; microprocessors; databases; optimisation theory; calculus; geometry; algebra; differential equations; stochastic processes; chemistry; materials resistance; electricity and magnetism; fluid mechanics; materials sciences; industrial health and safety; industrial maintenance; industrial engineering; industrial drawing; electrical engineering; dynamics; thermodynamics; production control; quality control; systems engineering; systems theory; systems analysis and design; information systems; economics; human resource administration; accountancy; cost accountancy; audit; mercantile and labour law; organisational theory; public administration; financial administration; market research; risks and securities; English, language and communication; Spanish; education and teaching; educational research; mathematics education; educational psychology; psychology of learning; sociology of education; history; geography; reading and writing; plastic arts; environmental education; children's literature; music; performing arts; science and technology; physical education; education and society; curriculum development;

	instructional design; design and production of instructional materials; learning difficulties; preventing learning difficulties; language and thought; pre-school education; learning resources; language development.
Media & methods	Printed correspondence texts; audiovisual media; face-to-face tutoring and counselling; study centres.

THE CARIBBEAN

ANGUILLA

COUNTRY PROFILE

Population	7,200 (1988)
Area	96 sq km
Languages	English
GDP per capita	US $ 3,562 (1987)

OVERVIEW

The University of the West Indies serves 17 territories: Anguilla, Antigua, the Bahamas, Barbados, Belize, British Virgin Islands, Cayman Islands, Dominica, Grenada, Guyana, Jamaica, Montserrat, St Kitts - Nevis, St Lucia, St Vincent , Trinidad and Tobago, Turks and Caicos Islands. The University has campuses in Jamaica, Trinidad and Barbados (Jennings, 1990, p.5).

The University of the West Indies Distance Teaching Experiment (UWIDITE) links the three University Campuses and the Extra Mural Centres in Antigua, Dominica, Grenada, St Kitts, St Lucia and St Vincent via a leased telecommunications network which is used for interactive distance teaching and teleconferencing (UWIDITE leaflet).

It is hoped to install UWIDITE facilities and equipment in those countries which do not possess them at the moment (Campbell).

UWIDITE institutional informaiton can be found in the entry for Jamaica, as can the references for Campbell, and for Jennings.

Unfortunately, no additional information has been received from Anguilla, therefore there are no institutional entries.

ANTIGUA AND BARBUDA

COUNTRY PROFILE

Population	77,500 (1988)
Area	280 sq km Antigua; 161 sq km Barbuda
Languages	English
GDP per capita	US $ 3,399 (1987)

OVERVIEW

The University of the West Indies serves 17 territories: Anguilla, Antigua, the Bahamas, Barbados, Belize, British Virgin Islands, Cayman Islands, Dominica, Grenada, Guyana, Jamaica, Montserrat, St Kitts - Nevis, St Lucia, St Vincent, Trinidad and Tobago, Turks and Caicos Islands. The University has campuses in Jamaica, Trinidad and Barbados (Jennings, 1990, p.5).

The University of the West Indies Distance Teaching Experiment (UWIDITE) links the three University Campuses and the Extra Mural Centres in Antigua, Dominica, Grenada, St Kitts, St Lucia and St Vincent via a leased telecommunications network which is used for interactive distance teaching and teleconferencing. (UWIDITE leaflet).

UWIDITE institutional information can be found in the entry for Jamaica, as can the reference for Jennings.

Unfortunately, no additional information has been received from Antigua and Barbuda, therefore there are no institutional entries.

BAHAMAS

COUNTRY PROFILE

Population	234,000 (1988)
Area	13,864 sq km
Languages	English
GDP per capita	US $ 11,317 (1988)

OVERVIEW

The University of the West Indies serves 17 territories: Anguilla, Antigua, the Bahamas, Barbados, Belize, British Virgin Islands, Cayman Islands, Dominica, Grenada, Guyana, Jamaica, Montserrat, St Kitts - Nevis, St Lucia, St Vincent, Trinidad and Tobago, Turks and Caicos Islands. The University has campuses in Jamaica, Trinidad and Barbados (Jennings, 1990, p.5).

The University of the West Indies Distance Teaching Experiment (UWIDITE) links the three University Campuses and the Extra Mural Centres in Antigua, Dominica, Grenada, St Kitts, St Lucia and St Vincent via a leased telecommunications network which is used for interactive distance teaching and teleconferencing. (UWIDITE leaflet).

It is hoped to install UWIDITE facilities and equipment in those countries which do not possess them at the moment (Campbell).

UWIDITE institutional information can be found in the entry for Jamaica, as can the references for Campbell, and for Jennings.

In order to improve the quality of teaching within the Bahamas, the College of the Bahamas undertook an experimental project of in-service teacher training at a distance in 1985. The results were encouraging, and it was felt that the methodology should be applied in other countries particularly with regard to the teaching of mathematics, the sciences and English (Cordero, 1990, p.345).

Unfortunately, no additional information has been recieved from the Bahamas, therefore there are no institutional entries.

CORDERO, A. H. (1990) 'Factibilidad de un sistema de educación a distancia para el Caribe de habla inglés', in VILLARROEL, A. and PEREIRA, F. *La Educación a Distancia: desarrollo y apertura*, Caracas, International Council for Distance Education.

BARBADOS

COUNTRY PROFILE

Population	254,000 (1988)
Area	430 sq km
Languages	English
GDP per capita	US $ 4,233 (1988)

OVERVIEW

The University of the West Indies serves 17 territories: Anguilla, Antigua, the Bahamas, Barbados, Belize, British Virgin Islands, Cayman Islands, Dominica, Grenada, Guyana, Jamaica, Montserrat, St Kitts - Nevis, St Lucia, St Vincent, Trinidad and Tobago, Turks and Caicos Islands. The University has campuses in Jamaica, Barbados (U.W.I., Cave Hill, Barbados) and Trinidad (Jennings, 1990, p.5).

The University of the West Indies Distance Teaching Experiment (UWIDITE) links the three University Campuses and the Extra Mural Centres in Antigua, Dominica, Grenada, St Kitts, St Lucia and St Vincent via a leased telecommunications network which is used for interactive distance teaching and teleconferencing. (UWIDITE leaflet).

UWIDITE institutional information can be found in the entry for Jamaica, as can the reference for Jennings.

In 1989 Michael Owen of the Audio-Visual Aids Department of the Ministry of Education and Culture, Barbados, wrote a paper on *Learning Resources and Distance Education in Barbados* (paper supplied by the Ministry of Education Barbados) in which he made the following comments (pp. 18-22):

The fact that Barbados is a small (30 x 20 kilometres) island liberally sprinkled with easily accessible schools and colleges has meant that distance education has never been given great priority. However, examples of distance education include the following.

Between Barbados and metropolitan centres - a whole range of correspondence courses ranging from degree programmes (University of London external, Licenciate of College of Preceptors) to accounts, electronics and photography.

Between Barbados and the region - courses run by the University of the West Indies, notably using UWIDITE (University of the West Indies Distance Teaching Experiment) through teleconferencing, lectures and short courses using slow scan video and satellite transmission between the three main campuses of the University in Barbados, Jamaica, and Trinidad and Tobago.

Within Barbados - 1) educational television and radio programmes produced by the Audio Visual Aids Department to support formal educational programmes at primary and secondary levels; 2) general non-formal education carried on the electronic media and in the press by the media themselves, and also by various government agencies and private institutions. These efforts are in the main unsystematic.

As for the future, he went on to suggest that, initially, the establishment of a permanent unit with a team of people with the appropriate skills would not be a realistic proposition. Instead, a committee should be established of people (a) with relevant skills and interests and (b) from institutions likely to be involved in open or distance education. The Committee would: identify suitable areas, resources and likely target clientele; examine any available materials; or determine the cost effectiveness of preparing a programme for the target group, and plan a strategy for the instructional design; make overall recommendations on actions in distance education, including cooperative projects with outside bodies. Possible areas would include: continuing education, general education, via TV and radio; cultural awareness; family life / civic education; updating job skills; language teaching; professional courses.

BELIZE

COUNTRY PROFILE

Population	174,000 (1988)
Area	22,973 sq km
Languages	English (Spanish also spoken)
GDP per capita	US $ 1,138 (1987)

OVERVIEW

The University of the West Indies serves 17 territories: Anguilla, Antigua, the Bahamas, Barbados, Belize, British Virgin Islands, Cayman Islands, Dominica, Grenada, Guyana, Jamaica, Montserrat, St Kitts - Nevis, St Lucia, St Vincent, Trinidad and Tobago, Turks and Caicos Islands. The University has campuses in Jamaica, Trinidad and Barbados (Jennings, 1990, p.5).

The University of the West Indies Distance Teaching Experiment (UWIDITE) links the three University Campuses and the Extra Mural Centres in Antigua, Dominica, Grenada, St Kitts, St Lucia and St Vincent via a leased telecommunications network which is used for interactive distance teaching and teleconferencing. (UWIDITE leaflet).

It is hoped to install UWIDITE facilities and equipment in those countries which do not possess them at the moment (Campbell).

UWIDITE institutional information can be found in the entry for Jamaica, as can the references for Campbell, and for Jennings.

Unfortunately, in the absence of any additional information from Belize, there are no institutional entries.

BERMUDA

COUNTRY PROFILE

Population	57,700 (1987)
Area	55.4 sq km
Languages	English
GDP per capita	US $ 18,000 (estimated, 1987)

OVERVIEW

The Bermuda College has embarked on a Distance Learning programme and has been establishing links with academic institutions and agencies which provide distance education programmes.

It has links with the National University Teleconference Network, and has offered a number of video conferences through that network. It has also offered a number of audio conferences from the School of Addiction Studies of the Addiction Research Foundation in Toronto.

The College is currently examining a number of other options of all kinds with a view to their being offered.

The Distance Learning facility is in the Centre for Adult and Continuing Education and is under the charge of the Associate Dean, Mrs Helen Pearman Ziral. The address of the Bermuda College is: P.O. Box DV 356, Devonshire DV BX, Bermuda. Tel. (+1 809 2) 369000. Fax. (+1 809 2) 368888 (letter from Bermuda College 25-6-91).

BRITISH VIRGIN ISLANDS

COUNTRY PROFILE

Population	14,500 (1989)
Area	153 sq km
Languages	English
GDP per capita	US $ 9,491 (1987)

OVERVIEW

'To date the only type of Distance Education that the B.V.I. is participating in is the UWIDITE program sponsored by the University of the West Indies for a Certificate course in Public Administration' (letter from the Ministry of Health, Education and Welfare 17-5-91).

The University of the West Indies serves 17 territories: Anguilla, Antigua, the Bahamas, Barbados, Belize, British Virgin Islands, Cayman Islands, Dominica, Grenada, Guyana, Jamaica, Montserrat, St Kitts - Nevis, St Lucia, St Vincent, Trinidad and Tobago, Turks and Caicos Islands. The University has campuses in Jamaica, Trinidad and Barbados (Jennings, 1990, p.5).

The University of the West Indies Distance Teaching Experiment (UWIDITE) links the three University Campuses and the Extra Mural Centres in Antigua, Dominica, Grenada, St Kitts, St Lucia and St Vincent via a leased telecommunications network which is used for interactive distance teaching and teleconferencing. (UWIDITE leaflet).

It is hoped to install UWIDITE facilities and equipment in those countries which do not possess them at the moment (Campbell).

UWIDITE institutional information can be found in the entry for Jamaica, as can the references for Campbell, and for Jennings.

CAYMAN ISLANDS

COUNTRY PROFILE

Population	24,900 (1989)
Area	260 sq km
Languages	English
GDP per capita	US $ 18,239 (1987)

OVERVIEW

'There is no distance education in the Cayman Islands. All schools in the Islands have television and tape players, but there is no organised course by this method. There have been discussions with the University of the West Indies at Mona in an attempt to determine what they have on offer, but nothing concrete has emerged as yet' (letter from Cayman Islands Government, Portfolio of Education, Environment, Recreation and Culture, 2-4-91).

The University of the West Indies serves 17 territories: Anguilla, Antigua, the Bahamas, Barbados, Belize, British Virgin Islands, Cayman Islands, Dominica, Grenada, Guyana, Jamaica, Montserrat, St Kitts - Nevis, St Lucia, St Vincent, Trinidad and Tobago, Turks and Caicos Islands. The University has campuses in Jamaica, Trinidad and Barbados (Jennings, 1990, p.5).

The University of the West Indies Distance Teaching Experiment (UWIDITE) links the three University Campuses and the Extra Mural Centres in Antigua, Dominica, Grenada, St Kitts, St Lucia and St Vincent via a leased telecommunications network which is used for interactive distance teaching and teleconferencing. (UWIDITE leaflet).

It is hoped to install UWIDITE facilities and equipment in those countries which do not possess them at the moment (Campbell).

UWIDITE institutional information can be found in the entry for Jamaica, as can the references for Campbell, and for Jennings.

CUBA

COUNTRY PROFILE

Population	9.7m (estimated, 1986)
Area	114,524 sq km
Languages	Spanish
GNP per capita	US $ 2,238 (1985, GSP)

OVERVIEW

Directed Study programmes are offered at four Cuban higher education institutions - the Faculty of Directed Study of the Universidad de la Habana (see institutional entry below), the Faculty of Directed Study of the Universidad Central de las Villas, the Faculty of Directed Study of the Universidad de Oriente, and the Centro de Estudios para el Perfeccionamiento de la Educación Superior of the Universidad de la Habana. The subjects which can be studied are law, history, accountancy and finance, economics, and information studies. Students acquire the necessary textbooks and other materials from bookshops. They then prepare themselves for the examinations (letter and leaflet from the Centro de Estudios para el Perfeccionamiento de la Educación Superior 29-5-91).

INSTITUTION INVOLVED IN DISTANCE TEACHING

Universidad de la Habana, Facultad de Enseñanza Dirigida

Address	San Lázaro y L. Vedado Habana 4 CP 10400 Habana CUBA
Telephone	(+53 7) 5319
Telex	0511277
Contact	Lic. Maria Vec Seuret

Distance education commenced: 1979

No. of staff	40 full-time 500 part-time
No. of students	9,246

Approx. No. enrolled annually: 5,722

Annual Budget

Source of funding	Public - the Cuban State

Courses Details

Educational level	Degree (Licenciatura en Derecho; Lic. en Historia; Lic. en Información Científico-Técnica y Bibliotecología; Lic. en Economía; Lic. en Contabilidad y Finanzas)
Eligibility	Secondary school (to university entrance)
Subjects taught	History; accountancy; law; economics; information studies
Media and methods	Existing textbooks used as a central teaching medium; collections of readings compiled by the University; study guides; exercise books; audio and video cassettes; radio; face-to-face counselling

Special Features

Forward plans	It is hoped to introduce postgraduate courses soon.
Membership of	Asociación Iberoamericana de Educación Superior a Distancia (AIESAD) Consorcio - Red de Educación a Distancia (CREAD)

DOMINICA

COUNTRY PROFILE

Population	81,200 (1987)
Area	750 sq km
Languages	English
GDP per capita	US $ 1,550 (1987)

OVERVIEW

The University of the West Indies serves 17 territories: Anguilla, Antigua, the Bahamas, Barbados, Belize, British Virgin Islands, Cayman Islands, Dominica, Grenada, Guyana, Jamaica, Montserrat, St Kitts - Nevis, St Lucia, St Vincent, Trinidad and Tobago, Turks and Caicos Islands. The University has campuses in Jamaica, Trinidad and Barbados (Jennings, 1990, p.5).

The University of the West Indies Distance Teaching Experiment (UWIDITE) links the three University Campuses and the Extra Mural Centres in Antigua, Dominica, Grenada, St Kitts, St Lucia and St Vincent via a leased telecommunications network which is used for interactive distance teaching and teleconferencing. (UWIDITE leaflet).

UWIDITE institutional information can be found in the entry for Jamaica, as can the reference for Jennings.

Unfortunately, in the absence of any additional information from Dominica, there are no institutional entries.

DOMINICAN REPUBLIC

COUNTRY PROFILE

Population	6.9m (1988)
Area	48,400 sq km
Languages	Spanish (English widely spoken)
GDP per capita	RD $ 2,260 (1988)

OVERVIEW

A radio school project, RADECO, uses group-based animateurs together with distance methods to teach young children. Selected members of the community, who can read and write, convene classes in modest shelters erected by the community, where the children are taught through radio lessons (Araujo e Oliveira and Rumble, 1991, p.31).

Radio Santa Maria and CENAPEC (see institutional entries below) appear to have been successful as their students have achieved better results through distance learning than have their counterparts in traditional classes (Perraton, 1983, p.66; Araujo e Oliveira and Rumble, 1991, p.35).

The following references form the main sources which have been consulted in preparing the above overview:

ARAUJO E OLIVEIRA, J.B. and RUMBLE, G. (1991) 'Distance education in Latin America: a review', *Open Learning*, vol. 6, no. 1, pp.30-41.

PERRATON, H. (1983) *Secondary Education at a Distance*, Cambridge, International Extension College (IEC Broadsheets on Distance Learning no. 12).

INSTITUTIONS INVOLVED IN DISTANCE TEACHING

1. Centros APEC de Educación a Distancia (CENAPEC)

Address	Avenida Máximo Gómez 72 Apartado 1497 Santo Domingo DOMINICAN REPUBLIC
Telephone	(+1809) 688 4403/08
Fax	(+1809) 562 6893, 562 5879

Date institution was established: 1972

Aims and objectives	To offer low cost educational programmes in areas which assist national development and contribute to an improvement in the quality of life of the Dominican people.

Approx. No. enrolled annually: 11,000 - 13,000

Annual Budget

Source of funding	Private: - sales of publications and donations. Acción Pro Educación y Cultura (APEC) is a non-profit making organisation. In order to raise funds to support its distance education acitivities, it runs a publishing service.

Courses Details

Educational level	Primary (years 5 and 6) Secondary (years 7 and 8) School leaving certificate Further education/training CENAPEC courses are recognised by the Secretary of State for Education.
Courses taught	Further education / training: small business management; home electrical installation; electrical home appliances repair.
Media & methods	Printed correspondence texts; face-to-face tutorials; study centres.

2. Radio Santa María - Escuelas Radiofónicas

Address	Apartado 55 La Vega DOMINICAN REPUBLIC
Telephone	(+1809) 573 2722
Fax	(+1809) 573 6200

Distance education commenced: 1972 (approx)

Aims and objectives	To improve access to education for the poorer adult sectors of the community - peasants from rural areas (who account for 40% of the total population of the Dominican Republic), and the inhabitants of the marginalised quarters of towns and cities (usually emigrants from the countryside).

To improve the quality of teaching and encourage a participative rather than authoritarian approach. To rekindle the traditional values of solidarity and organisation.

Approx. No. enrolled per semester: 10,000

Courses Details

Educational level	Primary (for adults)
Subjects taught	In addition to following the official primary programme, the curriculum includes religious studies, and 'central themes' which allow students to explore human values and the national scene.
Media & methods	Printed correspondence texts; radio; face-to-face tutoring - weekly. The local tutors distribute the following week's texts at their weekly meetings with students. They iron out any problems and correct work which has been completed as a result of the radio lessons. The tutors also oversee, mark and evaluate the exams.

3. Universidad Colegio Dominicano de Estudios Profesionales (UCDEP)

Address	Prolongación Avenida Independencia KM91/2 Carretera Sanchez Edificio Nordesa 111 Santo Domingo D.N. DOMINICAN REPUBLIC
Telephone	(+1809) 535 6455; 533 8252
Contact	Licda. Ada Milka de Oleo, Head, Special Programmes

Date institution was established: 1975. Distance education commenced 1July 1989

No. of staff	3 full-time 12 part-time
No. of students	200

Approx. No. enrolled annually: 110

Annual Budget

Source of funding	Private

Courses Details

Educational level	Further education
Eligibility	Secondary school (up to 15 / 16 years)
Subjects taught	History; accountancy; administration; business administration; finance; management; marketing; personnel and industrial relations; language, reading and communication; chemistry; food science and technology; statistics; applied biology; environmental studies; genetics; economics; sociology; youth and community studies
Media & methods	Printed correspondence texts prepared by/for the institution; printed correspondence texts produced by other organisations / institutions; existing textbooks used as a central teaching medium; existing textbooks used to supplement printed correspondence texts; collections of readings compiled by the institution; face-to-face counselling; kits; practical work; regional services; study centres; day schools; weekend schools

Special Features

Library provision	The library has a reference collection of books and documents on distance education

GRENADA

COUNTRY PROFILE

Population	103,400 (1987)
Area	345 sq km
Languages	English
GDP per capita	US $ 1,346 (1987)

OVERVIEW

The University of the West Indies serves 17 territories: Anguilla, Antigua, the Bahamas, Barbados, Belize, British Virgin Islands, Cayman Islands, Dominica, Grenada, Guyana, Jamaica, Montserrat, St Kitts - Nevis, St Lucia, St Vincent, Trinidad and Tobago, Turks and Caicos Islands. The University has campuses in Jamaica, Trinidad and Barbados (Jennings, 1990, p.5).

The University of the West Indies Distance Teaching Experiment (UWIDITE) links the three University Campuses and the Extra Mural Centres in Antigua, Dominica, Grenada, St Kitts, St Lucia and St Vincent via a leased telecommunications network which is used for interactive distance teaching and teleconferencing. (UWIDITE leaflet).

UWIDITE institutional information can be found in the entry for Jamaica, as can the reference for Jennings.

Unfortunately, in the absence of any additional information from Grenada, there are no institutional entries.

GUADELOUPE

COUNTRY PROFILE

Population	339,700 (1989)
Area	1,705 sq km
Languages	French
GDP per capita	US $ 3,600 (1985)

OVERVIEW

As far as is known, within French Guiana, Guadeloupe and Matinique, all distance education is provided by the Centre National d'Enseignement à Distance (CNED), whose headquarters are in Paris.

Further information about CNED and its courses can be found in French Guiana: overview.

The following are the CNED regional centres in Guadeloupe:

Name	Lycée Technique de Baimbridge
Address	Bâtiment H - B.P. 1124 97168 Pointe-à-Pitre Cédex GUADELOUPE
Telephone	(+590) 82 79 74
Name	Lycée Gerville Réache
Address	Rue de la République 97100 Basse Terre GUADELOUPE
Telephone	(+590) 81 38 53, 81 45 86
Name	LP de Saint-Martin
Address	Marigot 97130 Saint Martin GUADELOUPE
Telephone	(+590) 87 51 70

JAMAICA

COUNTRY PROFILE

Population	2.4m (1988)
Area	10,989 sq km
Languages	English
GDP per capita	US $ 1,387.5 (1988)

OVERVIEW

The University of the West Indies serves 17 territories: Anguilla, Antigua, the Bahamas, Barbados, Belize, British Virgin Islands, Cayman Islands, Dominica, Grenada, Guyana, Jamaica, Montserrat, St Kitts - Nevis, St Lucia, St Vincent, Trinidad and Tobago, Turks and Caicos Islands. The University has campuses in Jamaica, Trinidad and Barbados (Jennings, 1990, p.5)

The University of the West Indies Distance Teaching Experiment (UWIDITE) links the three University Campuses and the Extra Mural Centres in Antigua, Dominica, Grenada, St Kitts, St Lucia and St Vincent via a leased telecommunications network which is used for interactive distance teaching and teleconferencing. (UWIDITE leaflet).

It is hoped to install UWIDITE facilities and equipment in those countries which do not possess them at the moment (Campbell).

The Ministry of Education has displayed an interest in distance education for a number of years.

Between 1972 - 1981 the Educational Broadcasting Service (EBS) aimed to assist inexperienced teachers by encouraging them to be more creative and innovative, and by providing for enrichment of the curriculum. Lessons were prepared by curriculum officers and other trained experienced personnel in some core subjects and broadcast over Jamaica Broadcasting Corporation radio. Content materials and illustrations were sent out by mail or by van. Teacher's Guide Books included teaching hints and recapitulation questions. Each programme was broadcast four times to ensure that all relevant classes could participate. The first subjects to be broadcast by TV were geography and science for 12 - 15 year olds. There was a series of weekly support programmes 'Teachers' Seminars'.

ISTET - In-Service Teacher Education Thrust ran from 1973 - 1982 with the aim of creating new job opportunities, qualification and upgrading for teachers in-service. 14 regional centres were set up where students could meet centre coordinators and seminar tutors. Formal teaching was mainly by correspondence, but there were also face-to-face sessions, some residential. Students followed the same courses and sat the same exams as their counterparts in the colleges.

BEST COPY AVAILABLE

The Jamaica Association for the Management of Adult Literacy (JAMAL) uses face-to-face classes at centres all over the island, radio, TV and print in its fight against illiteracy. In 1982 the Minister of Education decided that in addition to providing for the literacy needs of adults, JAMAL should concentrate half of its resources on the prevention of illiteracy by working closely with primary schools as Attendance Liaison Officers.

A new Post-Certificate Distance Education Teachers Diploma is being offered principally to primary education teachers in order to develop professional, academic and pedagogical skills. The Professional Development Unit could be the hub of the new distance education programme, for which modules are already being written (Lewis, 1991).

At the beginning of the 1980s it was realised that there was an urgent need to provide a means of updating medical personnel, particularly those in remote areas. In 1982 the World Bank and the Jamaican Ministry of Health decided to carry out a small-scale but substantial research project to ascertain whether radio, with printed support materials, might prove to be a suitable medium through which to deliver continuing education for primary rural health care workers in Jamaica. The project was to construct, carry out and test a carefully conceived in-service education programme for 324 such workers. Between October and December 1982 ten 15-minute radio programmes were transmitted by the Jamaica Broadcasting Corporation. The topics covered were leg ulcers, hypertension, depression, diabetes, immunization, arthritis, community psychiatry, waste disposal and pest control. Accompanying printed materials dealt with areas such as epidemiology / aetiology, pathology, clinical features, diagnosis, and treatment. Despite some problems with poor radio reception and inconvenient programme times, effective learning was achieved at a reasonable cost. An additional spin-off benefit was a sizeable public audience (Halliwell, 1987).

The following references form the main sources which have been consulted in preparing the above overview:

CAMPBELL, E.F. (n.d.) *The University of the West Indies Distance Teaching Experiment (UWIDITE): a case study*, London, University of London, Institute of Education (DICE and IEC).

HALLIWELL, J. (1987) 'Is distance education by radio outdated?: a consideration of the outcome of an experiment in continuing medical education with rural health care workers in Jamaica' *British Journal of Educational Technology*, vol. 18, no. 1, pp.5-15.

JENNINGS, Z.D. (1990) *Innovation in Tertiary Education in the Caribbean: distance teaching in the Faculty of Education at the the University of the West Indies*, The Hague, Centre for the Study of Education in Developing Countries.

LEWIS, C. (1991) *Distance Education for Development 1991: country case study: Ministry of Education, Jamaica*, London, University of London, Institute of Education (DICE and IEC).

INSTITUTION INVOLVED IN DISTANCE TEACHING

Univesity of the West Indies Distance Teaching Experiment (UWIDITE)

Address	Mona Campus Kingston 7 JAMAICA
Telephone	(+1 809) 927 2831
Telex	2123 UNIVERS
Fax	(+1 809) 927 1640
Contact	Project Officer

Distance teaching commenced: 1983

Aims and objectives	To develop distance teaching within the Caribbean To meet identified demands
No. of staff	6 full-time 48 part-time
No. of students	240 on certificated university courses

Approx. No. who have completed courses since 1983: 2000

Annual Budget

Budget allocation 750,000 Jamaican dollars (1988)

Courses Details

Educational level

University level: - first year B Sc. (Social Sciences); tutorials in first year law courses; Certificate of Education, programmes in the following speciality areas - reading, teaching the hearing impaired, integrated sciences, mathematics, social studies, and educational management and supervision; Certificate in energy management

Continuing education: - integrated pest control; disaster preparedness; fertility management for nurses and community workers; nutrition for community workers; early childhood school development; labour relations management;

training of secondary school laboratory technicians; professional seminars in obstetrics and gynaecology for specialists, practitioners and medical students; cardiology seminars.

Eligibility

Normal matriculation requirements have to be met in the case of university level courses. These regulations include provision for mature students.

Media & methods

Print materials, which are written by the people who will conduct the interactive sessions. In addition, some have videos and some have transmitted still images (graphs, photographs and even objects like bones) via the slow-scan television system. Centres are equipped with microphones, speakers, convenor, telephone handset, switching unit, slow-scan television system and telewriter for on-line use. Audio tape and video cassette recorders and monitors are also available for off-line use at all sites

The system has also been used to provide supervision for one doctoral candidate who was in one island and their supervisor in another.

Special Features

Library provision

As a consequence of the strengthening of their collections, the libraries at the Extramural Centres are able to support university and continuing education courses. Local public libraries have been encouraged to support the continuing education programmes

MARTINIQUE

COUNTRY PROFILE

Population	337,000 (1989)
Area	1,100 sq km
Languages	French
GDP per capita	US $ 4,761 (1985)

OVERVIEW

As far as is known, within French Guiana, Guadeloupe and Martinique, all distance education is provided by the Centre National d'Enseignement à Distance (CNED), whose headquarters are in Paris.

Further information about CNED and its courses can be found in French Guiana: overview.

The following are the CNED regional centres in Martinique:

Name	Ecole Normale de la Pointe-des-Nègres
Address	Bâtiment 6 Rez-de Chaussée B. P. 689 97262 Fort-de-France Cédex MARTINIQUE
Telephone	(+596) 61 52 90
Name	Collège J. Roumain
Address	97211 Rivière-Pilote MARTINIQUE
Telephone	(+596) 62 62 18
Name	Lycée Frantz Fanon
Address	97220 Trinité MARTINIQUE
Telephone	(+596) 58 27 86

MONTSERRAT

COUNTRY PROFILE

Population	12,500 (1987)
Area	102 sq km
Languages	English
GDP per capita	US $ 3,997 (1987)

OVERVIEW

The University of the West Indies serves 17 territories: Anguilla, Antigua, the Bahamas, Barbados, Belize, British Virgin Islands, Cayman Islands, Dominica, Grenada, Guyana, Jamaica, Montserrat, St Kitts - Nevis, St Lucia, St Vincent, Trinidad and Tobago, Turks and Caicos Islands. The University has campuses in Jamaica, Trinidad and Barbados (Jennings, 1990, p.5).

The University of the West Indies Distance Teaching Experiment (UWIDITE) links the three University Campuses and the Extra Mural Centres in Antigua, Dominica, Grenada, St Kitts, St Lucia and St Vincent via a leased telecommunications network which is used for interactive distance teaching and teleconferencing. (UWIDITE leaflet).

It is hoped to install UWIDITE facilities and equipment in those countries which do not possess them at the moment (Campbell).

UWIDITE institutional information can be found in the entry for Jamaica, as can the references for Campbell, and for Jennings.

Unfortunately, in the absence of any additional information from Montserrat, there are no institutional entries.

PUERTO RICO

COUNTRY PROFILE

Population	3.3m (1988)
Area	8,897 sq km
Languages	Spanish and English
GDP per capita	US $ 7,762 (1988)

OVERVIEW

Distance education was once offered, but foundered through reduction in funds. Nevertheless, the address is given of an institution in which Distance Education Programs have been developed successfully - Sr José J. Méndez, President, Metropolitan University, Apt. 21345, Río Piedras, Puerto Rico 00928 (National Institute of Multimedia Education, 1989).

Unfortunately, in the absence of any additional information from Puerto Rico, there are no institutional entries.

NATIONAL INSTITUTE OF MULTIMEDIA EDUCATION (1989). Unpublished survey of Ministries of Education worldwide re distance education carried out by the Japanese Institute.

ST KITTS - NEVIS

COUNTRY PROFILE

Population	46,500 (1987)
Area	269 sq km
Languages	English
GDP per capita	US $ 2,119 (1987)

OVERVIEW

The University of the West Indies serves 17 territories: Anguilla, Antigua, the Bahamas, Barbados, Belize, British Virgin Islands, Cayman Islands, Dominica, Grenada, Guyana, Jamaica, Montserrat, St Kitts - Nevis, St Lucia, St Vincent, Trinidad and Tobago, Turks and Caicos Islands. The University has campuses in Jamaica, Trinidad and Barbados (Jennings, 1990, p.5)

The University of the West Indies Distance Teaching Experiment (UWIDITE) links the three University Campuses and the Extra Mural Centres in Antigua, Dominica, Grenada, St Kitts, St Lucia and St Vincent via a leased telecommunications network which is used for interactive distance teaching and teleconferencing. (UWIDITE leaflet).

UWIDITE institutional information can be found in the entry for Jamaica, as can the reference for Jennings.

Unfortunately, in the absence of any additional information from St Kitts - Nevis, there are no institutional entries.

ST LUCIA

COUNTRY PROFILE

Population	142,400 (1987)
Area	616 sq km
Languages	English
GDP per capita	US $ 1,400 (1987)

OVERVIEW

The University of the West Indies serves 17 territories: Anguilla, Antigua, the Bahamas, Barbados, Belize, British Virgin Islands, Cayman Islands, Dominica, Grenada, Guyana, Jamaica, Montserrat, St Kitts - Nevis, St Lucia, St Vincent, Trinidad and Tobago, Turks and Caicos Islands. The University has campuses in Jamaica, Trinidad and Barbados (Jennings, 1990, p.5)

The University of the West Indies Distance Teaching Experiment (UWIDITE) links the three University Campuses and the Extra Mural Centres in Antigua, Dominica, Grenada, St Kitts, St Lucia and St Vincent via a leased telecommunications network which is used for interactive distance teaching and teleconferencing. (UWIDITE leaflet).

UWIDITE institutional information can be found in the entry for Jamaica, as can the reference for Jennings.

'St Lucia has never before operated its own distance education programme'. However, the Sir Arthur Lewis Community College 'has been given a mandate to:

* provide a new orientation for post-secondary and tertiary education;
* ensure that a wide cross-section of the community can have access to further and higher education;
*make possible as a matter of urgency the early stages of university education;
* prepare middle level persons for the world of work'.

As a means of fulfilling part of that mandate, the College's Department of Continuing Education plans to use distance education.

'It is envisaged that the following groups stand to benefit from the College's outreach programme:

* facilitators in the islands literacy programme
* farmers, fishermen etc interested in co-operatives education
* teachers in-service who need advanced training and qualifications
* persons in small businesses and commercial activities'.

However, in order for the above to be possible, staff will need to be trained to operate a distance education system (Commonwealth of Learning, 1990).

COMMONWEALTH OF LEARNING (1990) *Perspectives on Distance Education: report of a round table on training distance educators convened by the Commonwealth of Learning in Vancouver, April 2-6, 1990*, Vancouver, Commmonwealth of Learning.

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ST VINCENT

COUNTRY PROFILE

Population	112,400 (1987)
Area	388 sq km
Languages	English
GDP per capita	US $ 1,210 (1987)

OVERVIEW

The University of the West Indies serves 17 territories: Anguilla, Antigua, the Bahamas, Barbados, Belize, British Virgin Islands, Cayman Islands, Dominica, Grenada, Guyana, Jamaica, Montserrat, St Kitts - Nevis, St Lucia, St Vincent, Trinidad and Tobago, Turks and Caicos Islands. The University has campuses in Jamaica, Trinidad and Barbados (Jennings, 1990, p.5).

The University of the West Indies Distance Teaching Experiment (UWIDITE) links the three University Campuses and the Extra Mural Centres in Antigua, Dominica, Grenada, St Kitts, St Lucia and St Vincent via a leased telecommunications network which is used for interactive distance teaching and teleconferencing. (UWIDITE leaflet).

UWIDITE institutional information can be found in the entry for Jamaica, as can the reference for Jennings.

Unfortunately, in the absence of any additional information from St Vincent, there are no institutional entries.

TRINIDAD AND TOBAGO

COUNTRY PROFILE

Population	1.2m (1988)
Area	5,128 sq km
Languages	English
GDP per capita	TT $ 13,090 (1987)

OVERVIEW

Distance education activities in Trinidad and Tobago are carried out by the University of the West Indies (letter from the Ministry of Education 25-2-91).

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The University of the West Indies Distance Teaching Experiment (UWIDITE) links the three University Campuses and the Extra Mural Centres in Antigua, Dominica, Grenada, St Kitts, St Lucia and St Vincent via a leased telecommunications network which is used for interactive distance teaching and teleconferencing. (UWIDITE leaflet).

UWIDITE institutional information can be found in the entry for Jamaica, as can the reference for Jennings.

TURKS AND CAICOS ISLANDS

COUNTRY PROFILE

Population	12,500 (1988)
Area	430 sq km
Languages	English
GNP per capita	US $ 3,500 (estimated, 1988)

OVERVIEW

The University of the West Indies serves 17 territories: Anguilla, Antigua, the Bahamas, Barbados, Belize, British Virgin Islands, Cayman Islands, Dominica, Grenada, Guyana, Jamaica, Montserrat, St Kitts - Nevis, St Lucia, St Vincent, Trinidad and Tobago, Turks and Caicos Islands. The University has campuses in Jamaica, Trinidad and Barbados (Jennings, 1990, p.5).

The University of the West Indies Distance Teaching Experiment (UWIDITE) links the three University Campuses and the Extra Mural Centres in Antigua, Dominica, Grenada, St Kitts, St Lucia and St Vincent via a leased telecommunications network which is used for interactive distance teaching and teleconferencing. (UWIDITE leaflet).

It is hoped to install UWIDITE facilities and equipment in those countries which do not possess them at the moment (Campbell).

UWIDITE institutional information can be found in the entry for Jamaica, as can the references for Campbell, and for Jennings.

Unfortunately, in the absence of any additional information from the Turks and Caicos Islands, there are no institutional entries.

Other studies published in the series *Papers on Higher Education:* 1983-1989

1. *André Salifou,* Perspectives du développement de l'enseignement supérieur en Afrique dans les prochaines décennies (English & French versions), Unesco 1983, ED-83/WS/76.
2. *Michel Carton,* Tendances et perspectives de développement de l'enseignement supérieur dans la région Europe. Unesco 1983, ED-83/WS/77.
3. *Juan Carlos Tedesco,* Tendencias y Perspectivas en el Desarrollo de la Educación Superior en América Latina y el Caribe (English & Spanish versions). Unesco 1983, ED-83/WS/75.
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7. *R. Goodridge, A. Layne,* A Digest of Unesco Studies and Documents on the Democratization of Higher Education. Unesco 1984, ED-84/WS/52.
8. *L.P. Laprevote,* Pour un bilan social de l'Université, instrument d'intégration de la communauté universitaire. Unesco 1984, ED-84/WS/58.
9. *C. Rakowske-Jaillard, A. Rochegude, H. Acoca,* La problématique de la pédagogie de l'enseignement supérieur et de la recherche pédagogique dans la perspective de la réforme globale de l'éducation en Afrique francophone. Unesco 1985, ED-84/WS/85.
10. *G. Berger, T.K. Thévenin, A. Coulon,* Évaluation des expériences novatrices sur la démocratisation dans l'enseignement supérieur. Unesco 1985, ED-85/WS/1.
11. *Prof. D' M.L. Van Herreweghe,* Étude préliminaire sur la nature et l'importance de l'enseignement relatif aux sciences de l'éducation dans les établissements d'enseignement supérieur. Unesco 1986, ED-86/WS/34.
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16. Stocktaking of Needs and Resources relative to Training and Research: Volume 1: Australia, Hungary, Kenya, Syrian Arab Republic. Unesco 1987.
17. *César A. Aguiar,* Análisis de las Necesidades y Recursos relativos al Adiestramiento e Investigación. Formación Superior y Desarrollo Cientifico en América Latina: Indicaciones preliminares sobre la integración de sistemas. Volumen 2: America Latina.Unesco 1987.
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19. *Jagbans K. Balbir,* Aspects of Training and Research in Higher Education with Case Studies on India and Venezuela. Unesco 1987.
20. L'Enseignement supérieur et le Monde du Travail. Table ronde Unesco-Fédération internationale syndicale d'enseignement (FISE).
21. Mobilité et échanges universitaires en vue de favoriser la formation et la coopération internationales. Table ronde Unesco-Association des universités partiellement ou entièrement de langue française (AUPELF)

22. Fonctions et tâches, condition et statut du professeur d'université dans les sociétés de progrès.
Table ronde Unesco-Association internationale des professeurs et maîtres de conférences des universités (IAUPL).
23. *René Ochs*, The Recognition of Studies and Diplomas of Higher Education: the Contribution of Unesco. La Reconnaissance des études et des diplômes de l'enseignement supérieur : l'apport de l'Unesco.
24. Enseignement supérieur et interdisciplinarité : problèmes et perspectives.
Table ronde Unesco-Fédération internationale des universités catholiques (FIUC).
25. La Responsabilité des femmes dans la conduite de leur carrière et Enseignement supérieur.
Table ronde Unesco-FIFDU. Unesco 1987.
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27. *Braga, Meyerson, Noguchi, Nemoto, Serafimov*, The Impact of Satellite Technology on University Teaching and Research. Unesco-IAU, Unesco 1988, ED-88/WS/44.
28. Higher Level Distance Education and the Needs of Developing Countries.
Round Table Unesco-International Council for Distance Education (ICDE). Unesco 1988, ED-88/WS/46.
29. The Challenge for the University: providing education and meeting economic requirements.
Round Table: Unesco-International Union of Students (IUS), Unesco.
30. Les Responsabilités internationales du professeur d'Université.
Table ronde: Unesco-IAUPL, Unesco, 1988.
31. Higher Education: Problems and challenges for what future? Final Report, Unesco-NGO Collective Consultation 1988. (English and French versions), Unesco 1988.
32. Project Copernicus: Co-operation Programme in Europe for Research on Nature and Industry through Co-ordinated University Study. Round Table: Unesco-Standing Conference of Rectors, Presidents and Vice Chancellors of the European Universities (CRE), Unesco 1989.
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35. L'enseignement supérieur entre démographie et sociologie : diversifications institutionnelles et variations sociales — Polymnia Zagefka.
36. Higher Education Learning Resource Materials, Books and Journals: the Needs of Universities in Developing Countries. Round Table: Unesco-Association of Commonwealth Universities (ACU)